AA 001 168 623 5
UC SOUTHERN REGIONAL LIBRARY FACILITY

THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA
LOS ANGELES

B. U. BAKER
LAWYER
DALLAS, TEXAS

McKEE'S

New Standard Shorthand.

A New and Simplified Method of Brief Phonographic Writing, Adapted to all the Uses Made of Shorthand Writing in Modern Times,

BY

Author of "The New Rapid" System of Shorthand

ELEVENTH EDITION.
WITH COMPLETE KEY.

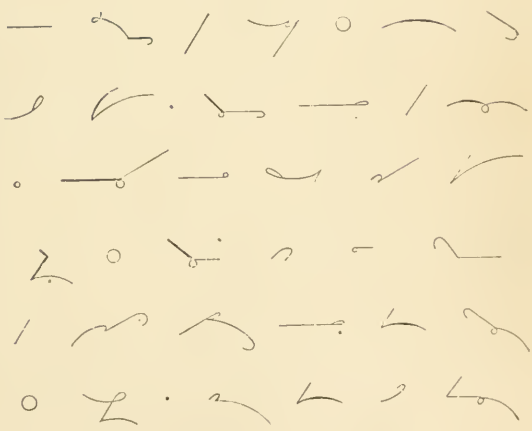
Buffalo, N. Y.
McKee Publishing Company,
1903.

Entered according to act of Congress in the year 1891,
By C. E. McKee,
in the office of the Librarian of Congress at Washington.

Principles secured by special copyright.

M194
1103

DEDICATION



PREFACE.

The system which this work sets forth is a new method of shorthand writing, constructed with the object of more fully meeting the demands of modern times. It is the result of much study, practice and investigation, and the principles embodied in it are largely those which shorthand investigators have recognized as being the proper ones necessary to the producing of an ideal system of shorthand writing.

The author had for a number of years worked at the formation of what he considered a perfect system of shorthand writing—a system which would :

I. Write the English language without the use of position in any way.

II. Which would employ a phonetic alphabet of characters capable of expressing all vowels and consonants without lifting the pen.

III. Which would use a set of simple rules for contracting, applicable to all characters alike.

IV. Which would write all words without the use of detached prefixes and suffixes or arbitrary signs.

V. Which would employ but two hooks, large and small, each representing but one sound in all places, and uniting with all characters alike.

VI. Which would secure outlines that could be written with perfect ease and great rapidity without becoming distorted and illegible.

VII. Which would do away with tick characters in the alphabet and permit strokes, however short or long, to represent but the one sound.

TUTTLE JAN 5 '43 LIBRARY SETS

452260

VIII. Which would harmonize the alphabet and principles so as to produce analogous outlines and a brevity sufficient for the most rapid work without resorting to numerous contracted forms.

IX. Which would employ shading in such a manner as to make the legibility of the writing dependent upon it as little as possible.

X. Which would present the whole system complete in one text-book in as simple a manner as possible and in such order as to prevent unlearning or unnecessary work on the part of the student. And, lastly, a system which would be so combined in all its parts as to represent language with absolute legibility and record the most rapid utterances of human speech on the most technical subjects with certainty.

For some time the author's efforts fell short of so high an ideal, but after the construction of a number of systems, and the publication and use of two which have met with no small amount of success, we are happy to be able to state that our final efforts have been crowned with results which even exceeded our expectations, and we have a realization of the ideal system in NEW STANDARD SHORTHAND.

The practicability of a system based upon and embodying such principles as the foregoing must be conceded by all fair minded people.

Great pains have been taken in the production of the text-book of instruction, to make it thorough, complete and concise, and to render it as perfect a self-instructor as is possible to be done.

On each page of engraved matter a key is given to a sufficient number of lines, to enable the student to understand the practical working of the rule; while the remaining part of the plate is without a key and is to be read from the learner's own knowledge and understanding of the principle.

It is believed that this plan is by far the best for leading the student out to think and act for himself — a point which he must sooner or later acquire in order to reach any success.

Words which are contracted have, as far as possible, been presented in connection with the lesson explaining the principle by which they are written. This arrangement enables the student to learn them in a classified manner and at a time when the rule by which they are written is fresh in the memory.

At different stages of the subject matter we have given plates of easy sentences, which form an excellent review of past work, and which will lead the student to a knowledge of the requirements of actual shorthand writing at a time in his progress when such a realization is often of vast importance.

After a full exposition of the theory of the system, a practical vocabulary of difficult words is presented, which furnishes a perfect copy for the writing of more than a thousand words, and which when thoroughly understood will act as a guide to the correct writing of all the words in the language.

Our experience in teaching shorthand has convinced us that every student, upon completing the theory, stands in great need of a thorough review in a practical way of the entire system. The review is not needed so much in a repeated study of the theory as in a thorough application of the theory to practical work. To supply the student and teacher with this much needed practice matter, we have arranged a complete set of Review Lessons, which are given at the close of the book. The course is so arranged as to take the student through the practice of the entire theory in a new and entertaining manner, and carries him on into the most practical dictation matter.

For the purpose of acquainting the reader with the principal advantages of NEW STANDARD SHORTHAND, the marked

features of the system are briefly explained in the Introduction which follows.

With a belief that NEW STANDARD SHORTHAND will greatly lesson the labors of those who already wield the stenographic pen, and that it will bring shorthand writing within the reach of every one, and enable the world to make a freer use of the art than has been possible heretofore, we send it forth, requesting at the hands of each a careful and unprejudiced examination of the merits of the system.

CHARLES E. MCKEE.

INTRODUCTION.

For a great many years there has been an endeavor to provide the world with a rapid and satisfactory method of recording speech. Many methods have been devised for the accomplishment of this noble object, and while some of them have served their day and generation in a way, yet never within the history of shorthand writing has there been such a universal demand for a more certain and scientific method of recording speech — a method more perfectly adapted to all the requirements of modern times. The great advancement that has been made in all the departments of human activity within the past few years renders the systems of former days behind the times in many ways, and incapable of meeting all the requirements of this progressive age.

When the Pitman system, which forms the basis of most of the systems in use to-day, was invented, there were not the demands made upon the art of shorthand writing that there are to-day. The alphabet then adopted was constructed upon the idea that there was an affinity or relationship existing between certain elementary sounds and certain shorthand characters. Thus the all-important questions, such as securing easy combinations, obtaining simplicity and harmony of principles, employing for most frequent use the easiest characters, and adapting all the component parts to the accomplishment of the one great object sought, namely, the representing of language with the legibility of longhand and swiftness of speech, were not taken into consideration in the formation of the alphabet. And further, many of the prin-

ciples in use to-day in the old systems have been added during recent years in an attempt to meet the requirements of modern times, and as a result the majority of them are not suited to the alphabet or to each other. It is apparent that, in the construction of a system of shorthand, as elsewhere in the inventive field, in order to produce certain results, we must understand all of the requirements thoroughly and so plan the foundation, as well as the superstructure, as to conduce naturally towards the accomplishment of our object.

In the construction of the New Standard Shorthand, the controlling principle was the employing of the stenographic material available in its order of practicability, and of assigning to each sound such a value as would best fulfill the special mission required of it, and of employing such expedient contracting principles in such manner as to produce a complete, harmonious system, which would naturally write the English language, including all of its peculiar, twisted combinations, with the swiftness of speech and legibility of longhand. The result is, that in the New Standard Shorthand we have a method which is equally well adapted to all classes of shorthand work. It is so simple that all are able to learn it ; so legible that all are able to read it ; and so swift that all are able to write it. These three important features—*simplicity*, *legibility* and *rapidity*—are the three cardinal virtues of New Standard Shorthand, and it is the securing of these three in such a high degree of perfection that renders this system of shorthand so far superior to others.

For the benefit of those who desire to acquaint themselves with the special features of the system, before or without thoroughly mastering the principles from the text-book, we explain a few of the whys and wherefores which make the New Standard System of Shorthand what it is.

THE NEW STANDARD SHORTHAND ALPHABET.—Going back

to the foundation of the art, we find that the first question to be considered is the arranging of the alphabet and in adapting it to the general plan which is to follow, so as to naturally write language legibly, easily and rapidly. As has already been stated, our alphabet was constructed so as to utilize each character where it would best do the work required of it in writing. There are certain characters which are exceedingly valuable in the beginning of words, but which, on account of their form, are worthless in the middle or at the end of outlines. This fact, however, does not at all embarrass or hinder a perfect working of the material at hand, for there are certain sounds in the language which occur very frequently initially, but which rarely occur medially or finally. The reverse of this is also true. Certain characters are valuable in the middle or at the end of outlines which are almost useless in the beginning of words, and any system which pretends to have a practical foundation cannot afford to disregard these existing conditions. And no less important is the fact that in the English language certain sounds follow each other with great frequency, while there are other sounds which rarely, and some never, occur together. This fact must also be taken into consideration in the formation of the alphabet before any claim to practicability can be made. That such points were not considered in the construction of the old alphabet is apparent to any one and needs no argument for proof. By taking cognizance of these existing conditions, the New Standard System of Shorthand avoids all of the miserable combinations which occur in the old systems, and is in no case compelled to devise special hooks or other expedients for the purpose of avoiding impractical combinations.

The other special features obtained in our Standard Shorthand Alphabet are — First, the alphabet is composed entirely of simple characters. There are absolutely no complex

strokes employed either for the consonants or the vowels. This feature enables us to treat all characters alike and write with the utmost degree of simplicity. Second, each sound is represented by one simple character, there being no optional forms whatever. This is of great assistance in writing. There can be but one way to express the sounds desired and hence there is no hesitating in writing as where a selection must be made between different characters. Third, our alphabet is composed of characters which are all of one length. The vowels are represented by circles and loops and the consonants by strokes of an equal degree of length. This methodical arrangement has a threefold advantage. It produces the utmost simplicity in writing and ease in learning. It secures perfect harmony in the application of principles, as all characters can be treated alike. It enables the writer to join vowels with consonants in all conceivable combinations, and to make as free a use of one as of the other.

CONNECTIVE VOWELS.— The great difficulty experienced by all systems of shorthand has been to write language in full and yet obtain a sufficient brevity for the recording of speech as rapidly as it is spoken. This great difficulty led authors of former times to represent the vowels by disjoined dots and dashes, which were inserted after the words were written, providing the writer had sufficient time to do so. This, however, was by no means possible in reporting a speaker, and as a result the writing was done largely with consonant outlines. Such outlines are often sufficiently legible, when there are no initial vowels and the consonants form the principal part of the word, but, to practice such a principle of omissions throughout renders the larger part of the writing totally unintelligible. As a result of this practice, the old systems represent many words by the same consonant outline, and the reader must trust to the context for a correct render-

ing of the outline in each particular instance. There are numerous cases in these systems where one outline is used to represent from ten to forty different words.

In New Standard Shorthand, the circles and loops are utilized solely in representing the different vowel sounds, and these are always written with the consonants without lifting the pen, whether occurring initially, medially or finally. The vowels being represented by circles and loops renders it possible to join them in all cases with the utmost freedom, and being composed of a distinct set of characters they are subject to certain general rules of contracting which, together with other new powers of contraction, makes the writing of New Standard Shorthand briefer than the old systems which are compelled to omit most of the vowels. Therefore, since this system writes vowels as freely as consonants there can be no conflicting of words in reading. Only words which are pronounced alike can be written alike.

THE DISUSE OF POSITIONS.—The method employed in the old systems of representing the vowels by means of detached dots and dashes and omitting them in actual work, rendered the writing of these systems so illegible that a method of expressing the vowels by positions was also adopted. Thus consonant characters were written above the base line, on the line, or below the line, and in each case as many as four or five vowel sounds were understood either to precede or follow the consonant character, and the reader was obliged to decipher the word, trying this and that sound until a word was made that seemed to fill the place. As but one vowel sound could be expressed by any position, other vowels when needed had to be inserted by the adding of dots or dashes, as before. This imperfect method of writing is employed to this day by all the Pitmanic systems, and is of the greatest hindrance to easy learning, rapid writing and accurate reading.

In the New Standard System of Shorthand the vowels are always united with the consonants and no positions are employed in any way. Words are written in the same manner as in longhand, by simply uniting the letters or characters in their natural order of occurrence. In many cases words can be written more rapidly by the use of vowels than could be done without them. The reason of this being that, since the vowels are all composed of either circles or loops, the consonant characters can be united easier by throwing in a circle or loop than by making an angle, as would otherwise be required. The advantage derived from writing words in this manner and without reference to position are so numerous and apparent that we need not take the time to rehearse them.

CONTRACTING PRINCIPLES.—The two fundamental contracting principles of shorthand writing are, the use of an alphabet of the simplest characters, and writing words phonetically. These two main principles contract the writing to a large extent, but they do not render it sufficiently brief for the most rapid work, and recourse is had to modifying the characters, such as making them shorter or longer, for the purpose of expressing certain sounds, thereby securing two sounds and perhaps a syllable by one movement of the pen. Such contracting principles are in this system of the most simple and practical nature possible. They apply to all characters alike in the writing of words, and are utilized for such purposes as will handle the peculiar structure of the English language in the best possible manner. There are but four main principles, besides the use of the two hooks, and as they are universal in their application, they need but be stated in order to enable one to remember and apply them. A very notable feature of the system is that long, technical words are expressed with the utmost brevity. The reason of this is that in the majority of long words there is a frequent occurrence of

certain sounds, and in the construction of the system a method of expressing such combinations was provided for through the main contracting principles.

The expressing of the coalescents, which has long been the stumbling block of shorthand systems, is accomplished in this system by the application of the main principles, and their use is so simple and natural that the learner seldom realizes that there are such combinations; while in all other systems he must be constantly drilled upon numerous special and complicated methods of writing them.

THE USE OF HOOKS.—Practical shorthand writers regard the hook as one of the most valuable means of expressing sounds. No appendage can be formed which is as rapid or legible. The hook has long been used in shorthand systems, but it has been employed as a means of covering up deficiencies and avoiding bad combinations, instead of as a fundamental principle forming a part of the general plan.

In New Standard Shorthand there are but two sizes of hooks employed, a small hook and a large hook, and each one always expresses the same sound in all conceivable combinations. The hooks are as distinct and never failing in their representation as the characters of the alphabet, and lying at the foundation of the structure, they are subject to the application of general principles of the system. In the third lesson the student learns the entire use of hooks, and thus the utmost degree of simplicity is secured in what has hitherto been a complicated subject. The difficulty attending the learning of hooks as treated in other systems, and especially in the Pitmanic, is only realized by those who have had the patience and perseverance to wade through them. In the Pitmanic systems a hook is employed for *seven* different purposes. That is, when it is initial it represents one thing, and when final another. The same hook also expresses one sound when

turned on straight characters, but an entirely different value is given to it when turned on curved characters. The same is true with the direction in which it is turned or written. When written on one side of a character the value given to it is entirely different from what is assigned when written on the opposite side. There is a vast difference between this mixed up state of affairs and the simple, and even more judicious, use that is made of hooks in the New Standard System of Shorthand. The student in this system is saved an immense amount of time and labor in acquiring their use, and equally as much in learning to read from their practice.

EXPRESSION OF SYLLABLES.—The object of shorthand is to record words in a legible manner as rapidly as they are spoken, and in order to accomplish this in the easiest manner it is necessary that the representation should correspond as nearly as possible with the manner of speech. In the uttering of words in speech the parts most distinctly heard are syllables, and one of the most legible and powerful modes of shorthand representation is by making the writing a counterpart of the speech.

In New Standard Shorthand this is accomplished to a remarkable extent, and in writing, many of the most commonly occurring syllables are expressed by one simple stroke, and in many cases two syllables are distinctly represented by a stroke and an appendage. Where such a plan is uniform, as is the case in New Standard Shorthand, the manner of writing one syllable furnishes a key to hundreds of words in which the same syllable occurs. The syllables thus formed in this system are those which are made naturally by the application of the general contracting principles, and are not, as in many systems, conventional and arbitrary forms which must be committed to memory regardless of any connection with the principles of the system.

Regular and Analogous Outlines.—Another important element in the representation of speech is the securing of regular and analogous outlines. Outlines which are composed of regular and uniform characters are much easier to write and read than those of any other formation. And it is of the utmost importance that the outlines of words should in appearance or mode of structure conform to one another in proportion to the likeness of their pronunciation. The basis of New Standard Shorthand is such that these essential points are bound to be subserved. The consonants of the alphabet being composed of simple regular characters of the same length, and the vowels by circles and loops, the writing produced cannot be otherwise than regular and uniform. There being but one form of characters to represent the several sounds of the language, and these being written upon broad and natural principles, the outlines produced in writing cannot be otherwise than analogous. This natural producing of regular, uniform outlines and forming derivative words by simply adding to the primitive form, saves the learner a large amount of labor of head and hand.

Disuse of Prefixes and Suffixes.— It has been very common for shorthand authors in attempting to secure brevity to burden their systems with detached signs to express prefixes and suffices. Of course a certain amount of brevity must be obtained, and where material has been wasted, as is the case in the majority of systems, the method of arbitrarily representing prefixes and suffixes by detached signs is one way to patch up the weakly structure, but it is certainly a very poor way. Every detached prefix or suffix not only necessitates a pen-lifting, which is acknowledged to be equal to at least one pen-stroke, but it requires a special mental effort to separate the detached part from the rest of the word and write its proper sign and the proper relative position. The structure

of New Standard Shorthand is such that it will naturally write all combinations without resorting to detached signs, and thus the writer is again saved the trouble of mastering what has heretofore been an extremely difficult subject.

Ease of Phrase-writing.—Since this system makes the most frequent use of those characters which are easiest in formation and writes in one continuous line without the use of any positions, words can be joined together as phrases with the utmost freedom. While there are no obstructions to phrasing in this system, as in others where positions are employed, yet we do not believe "in running phrase wild," and "stringing words together," as some systems attempt to do. To join small words which are continually occurring, however, is a most valuable method of accelerating the speed of writing, and where proper provisions have been made in the construction of the system for such practice it is even an aid to rapid reading,

Harmony of Parts.—It is the complete adaptation of all the parts to the accomplishment of the object sought that measures the success of any system or combination of things. No system, however meritorious in some directions, is all that it could be or should be without perfect harmony existing between all the component parts. In the construction of New Standard Shorthand a definite and thoroughly practical plan was followed and each component part was made to do its special work in the best possible manner, and at the same time subserve all the other parts in the accomplishment of the great purpose of the system. As a result this system writes the English language naturally, legibly and briefly, and without the many detrimental features that originated in former days, and which have unfortunately been largely adhered to by the authors who have followed.

Our Former Shorthand Works.—The author's former

productions on the subject of shorthand have been well received by the public. They were the fruits of our best efforts at the time of their publication, and through the chain of improvements adopted in them was gained a varied and valuable experience, which has developed upon a broader plan "New Standard Shorthand." This, our latest work, comes as a settled *standard*, in which every writer can repose with confidence in its unchangeableness. It is the author's ideal system, allowing for human imperfections, and while we expect to be progressive, yet the plan upon which it is constructed is broad and in perfect accord with what leading shorthand investigators have sought for, and the completeness of the structure is such that the foundation must ever remain the same.

In the production of this work, we acknowledge our indebtedness not to any earthly book or author, but to the great Author and Designer of Life, who has sustained our life through a protracted illness, enabling us to finish this work, and whom it has pleased to exceedingly bless our humble efforts.

CHARLES E. MCKEE.

CONSTITUTION

Of the United States of America.

DEFINITIONS.

PHONETICS OR PHONOLOGY.—The science which treats of the different sounds of the human voice, and their relations.

PHONOGRAPH OR PHONOGRAM.—A letter or symbol representing a sound in writing.

PHONOGRAPHY.—The art of representing spoken sounds by written signs; i. e., by phonographs.

STENOGRAPHY OR SHORTHAND.—A contracted method of writing.

NOTE.—The terms Phonography and Shorthand are often used interchangeably, but there is a distinction which should be recognized. The word Phonography applies to any method of writing which is phonetic, and does not necessarily mean brief writing. Stenography or Shorthand refers to any method of brief or close writing, and does not necessarily mean phonetic writing. In the practice of the art of Phonography, it is impossible to write with sufficient speed and express all the sounds in words, and hence in actual work we all write Stenography or Shorthand, no matter how much we worship the term Phonography.

PHRASE.—A number of words written together without lifting the pen.

OUTLINE.—As employed in Shorthand, a character or characters used in representing a word, or phrase.

COGNATE.—Allied in origin; partaking of the same nature. Cognate letters are those which are similiar in sound, as *p*, *b* and *t*, *d*, etc.

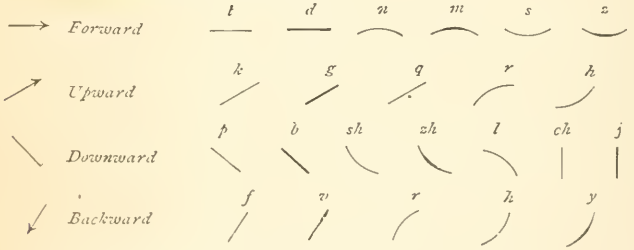
COALESCE.—To combine, to unite in harmony. In shorthand consonants coming together, as *pr* in pray, *spr* in spray, are said to coalesce, and are called the coalescents.

CONTEXT.—The connected structure of a sentence or sentences, especially the parts of a sentence preceding and following a word or phrase.

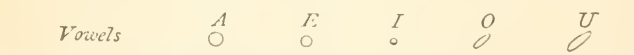
LESSON 1.

THE NEW STANDARD SHORTHAND ALPHABET.

Since it is necessary that shorthand writing should be very brief, we begin with the alphabet and employ the simplest signs possible to represent the sounds of the language. The stroke characters are so classified as to indicate the direction in which they should be written.



Another fundamental principle, whereby shorthand is made brief, is in writing according to sound. There are, however, more sounds in our language than the twenty-six represented in longhand, and, therefore, we employ more characters or letters than are used in the ordinary Roman alphabet. The vowel sounds are all represented by circles and loops. There are three sizes of circles and two of loops, thus:



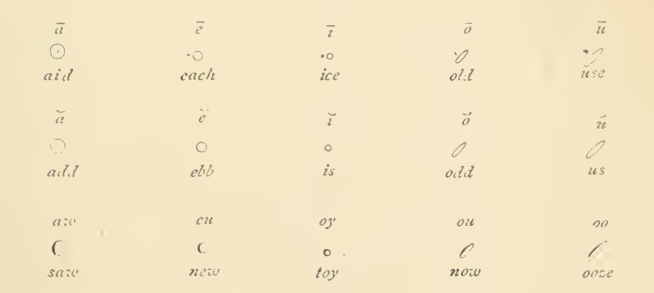
The various sounds of each vowel are represented by slight modifications of the same character, as shown at the bottom of the following page.

NOTE.—The learner should now copy the characters given above, taking pains to form them accurately, and to write them in the proper direction.

STANDARD SHORTHAND ALPHABET.

Consonants

Vowels



Copyright, 1891, by C. E. McKee.

STANDARD SHORTHAND ALPHABET IN A, B, C ORDER.

While practicing the alphabet, the student should observe the likeness of sound existing between the light characters and the shaded characters. For example, the *p* and *b* are very similar in sound, and are represented by strokes which are similar, the light stroke representing the light sound, and the heavy stroke representing the heavy sound. Letters which are allied, as *p* and *b*, are called cognate letters, and the alphabet is almost entirely composed of pairs of this kind.

It is very important that the learner should understand the difference between the formation of the *f* and *v* and the *k* and *g*. By reference to longhand writing, it will be seen that all strokes made upward slant more than those which are made downward.

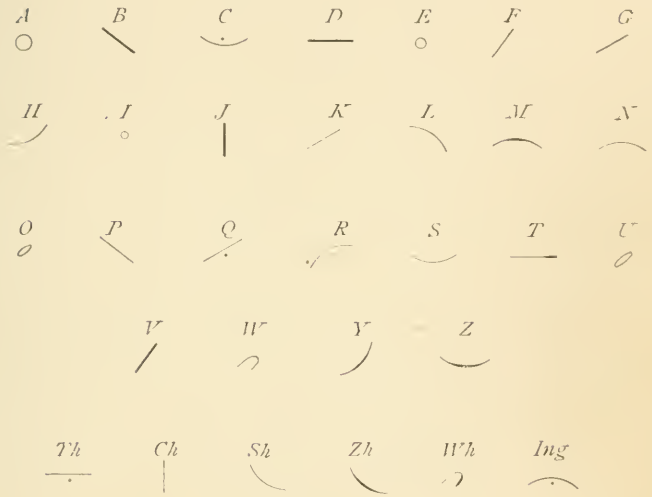
Therefore, as the *k* and *g* are always written upwards, they will necessarily slant more than the *f* and *v*, which are always written downwards.

NOTE.—Since words are written according to sound in shorthand, we have no use for a character to represent *c* excepting in the writing of initials in proper names. Hard *c*, as in *cat*, always has the sound of *k*, while soft *c*, as in *cent*, always has the sound of *s*. When occasion requires a *c* in writing initials of proper names, it is expressed by the character for *s*, with a dot alongside.

The letter *x* represents the sounds *cks*, but for the sake of brevity, it is represented in shorthand by a dot when occurring initially, instead of writing the different letters of which it is composed.

In writing with a pen it is necessary to turn it a trifle in order to shade the *g*. The *k*, *g* and *q* must always be written upwards, but such provisions have been made in the system that it is not absolutely necessary to shade the *g*.

in the a, b, c, order.



WRITING EXERCISE.

Copyright, 1891, by C. E. McKee.

DIRECTIONS TO THE STUDENT.

MATERIALS. — Upon commencing the study of shorthand, the student should provide himself with a good note-book and a pen or pencil perfectly adapted to the hand. Since the New Standard Shorthand is written without regard to positions, it is immaterial whether the paper be ruled or not. If ruled, however, the lines should be light and either red or blue, so as not to detract from the appearance of the shorthand writing.

As to the use of a pen or pencil, we would strongly urge the use of a good fountain pen. Writing can be executed more neatly and legibly with a pen than with a pencil, and is more durable. There are, however, exceptions to all rules, and occasionally we find persons who can produce better writing with a pencil than with a pen. Those who use pencils should keep on hand a number neatly sharpened which are well suited to the hand and paper.

MANNER OF HOLDING THE PEN. — The pen should be held the same as in writing longhand, except that the holder need not point over the shoulder, but can be permitted to point on a line with the forearm. When the pen is so held as to shade the letter *b* with the utmost freedom, it is then in the best position for executing any of the shorthand characters. Some writers hold the pen between the first and second fingers, and while this is not quite so free for general use, yet it is very useful as a means of changing and resting the hand when the work is prolonged to many hours.

FORMATION OF CHARACTERS. — In the formation of shorthand characters, care should be taken to make them all of a uniform length. Each character should be formed easily and naturally, and without forcing the hand in its execution. The shaded characters should be simply enough heavier than the light ones to distinguish them, and the learner will find that in actual work many shades can be omitted and the writing still remain perfectly legible.

HOW TO LEARN SHORTHAND. — Begin the study with the firm resolve to *practice and persevere* and the battle is half won.

In order that each lesson may be thoroughly mastered, the following course should be pursued: First, read over the explanation of the lesson, carefully referring to the shorthand plate on the opposite page for illustrations as you go along. Second, copy the shorthand plate of characters into your note-book, pronouncing each word as you write its outline. Third, write the plate of characters from dictation without referring to the book; and, fourth, read back the words from your shorthand notes, while the one who dictated them observes that you read correctly.

NOTE. — If you do not have a teacher to read for you and correct your work, before taking the third step you can write a key to the shorthand plate in longhand, and then anyone can dictate the lesson to you from the longhand key.

Each lesson should be repeatedly written from dictation until every word in it can be written without hesitation.

LESSON 2.

COMBINATIONS.

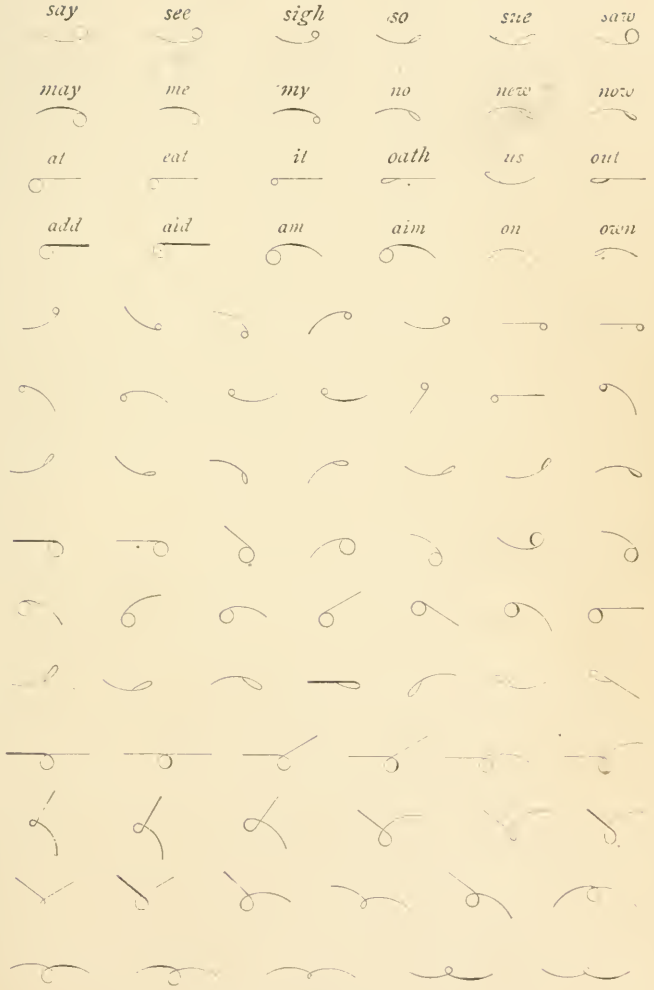
In this system all letters are combined in their natural order without lifting the pen. Since consonants are generally followed by vowels, the connections are made largely by the use of circles and loops.

The illustrations to the right show that the circles and loops are turned on other characters with a continuous movement. They are turned on the inside of curves, but on straight lines there are two sides on which they could be turned, and the following rule should be followed:

Circles and loops are turned on all straight strokes with a movement turning to the right, the same as that described by the hands of a clock. See lines 3, 4 and 11.

Line 4 on the following page shows how a distinction is made between the long vowel and the short vowel sounds. In actual work, however, such distinctions are seldom made, and in reading the remainder of the following plate, the student may pronounce each word regardless of either short or long vowels, as each outline will, as a rule, make but the one word.

NOTE. — In practicing this lesson, the learner should be particular to form the circles as nearly round as possible, and to make the loops long and narrow. Let it be a rule from now on that you will *never* write a word in shorthand that is not correctly formed and perfectly legible. The circle for *a* should be written as large as in the copy, while the circles for *e* and *i* can be made nearly alike, as they form words in writing which seldom conflict.



Copyright, 1891, by C. E. McKee.

PHONETIC SPELLING.

In writing shorthand, all words are written as pronounced, and no attention whatever is paid to the common English spelling. Most words are made shorter by being spelled phonetically, and as this is the most natural and easy method conceivable, it is of vast importance to the art of shorthand writing.

It would be a great blessing to humanity if phonetic spelling was in every-day use. Our present spelling is gradually changing to the phonetic, and we hope the day is not far distant when our language will be written as spoken.

The following selected words will train the learner to a correct understanding of the real sounds contained in words which are commonly spelled at variance to the rule of phonetic spelling :

RULE. — *Spell all words as pronounced.*

a. bread *bred*, dead *ded*, fear *fer*, earth *erth*, boat *bot*.
b. dumb *dum*, climb *klim*, doubt *dout*, debt *det*.
c. scent *sent*, science *siens*, check *chek*, quick *kwik*.
e. heart *hart*, same *sam*, write *rit*, fine *fin*, awe *ä*.
g. gnash *nash*, resign *rezin*, foreign *forin*, feign *fan*.
h. ghost *gost*, honest *onest*, rhetoric *retorik*, herb *erb*.
i. field *feld*, hail *hal*, seize *sez*, saint *sant*, lien *len*.
k. know *no*, knife *nif*, knight *nit*, knock *nok*, knave *nav*.
l. half *haf*, walk *wak*, would *wud*, calm *kam*, talk *tak*.
n. kiln *kil*, hymn *him*, column *kolum*, condemn *kondem*.
o. people *pepl*, broad *brad*, couple *kupl*, pigeon *pijn*.

p. corps *kor*, cupboard *kubrd*, psalm *sam*, raspberry *razberi*.

s. island *iland*, isle *il*, viscount *vikount*, aisle *il*.

t. match *mach*, latch *lach*, depot *depo*, often *ofn*.

u. guide, *gid*, guard *gard*, source *sors*, guinea *gina*.

w. whole *hol*, whom *hom*, owe *o*, sword *sord*, wrong *rong*.

y. pray *pra*, they *tha*, delay *dela*, convey *konva*.

use f. phrase *fraz*, phlegm *flem*, laugh *laf*, rough *ruf*.

use j. gem *jem*, George *jorj*, judge *juj*, surgeon *surjn*.

use a. feign *fan*, reign, *ran*, weigh *wa*, eight *at*.

use u. flew *flu*, knew *nu*, blew *blu*, lieu *lu*, few *fu*.

use sh. sure *shur*, ocean *oshn*, motion *moshn*, machine *mashen*.

COMBINATIONS CONTINUED.

In the preceding lesson the student was told to turn circles and loops, when joined to straight lines, to the right; that is, in the direction in which the hands of a clock move. When circles or loops occur between two strokes, as shown in line 1 on the following page, they can be turned in whichever direction is most convenient for the writer.

Line 8 on the following page contains words ending in *ing*. The termination *ing* is always expressed by the *ng* character.

The loops can be joined in a pendant manner when occurring between two straight strokes, as shown in line 9.

Lines 11 and 12 on the following page contain words beginning with *w*, and line 13, words beginning with *wh*. The *w* is indicated by beginning the line which forms the vowel across the stroke on which it is turned; or in other words, it is simply the last part of the *w* character that is used.

REVIEW QUESTIONS.

In what way does the shorthand alphabet differ from the longhand alphabet?

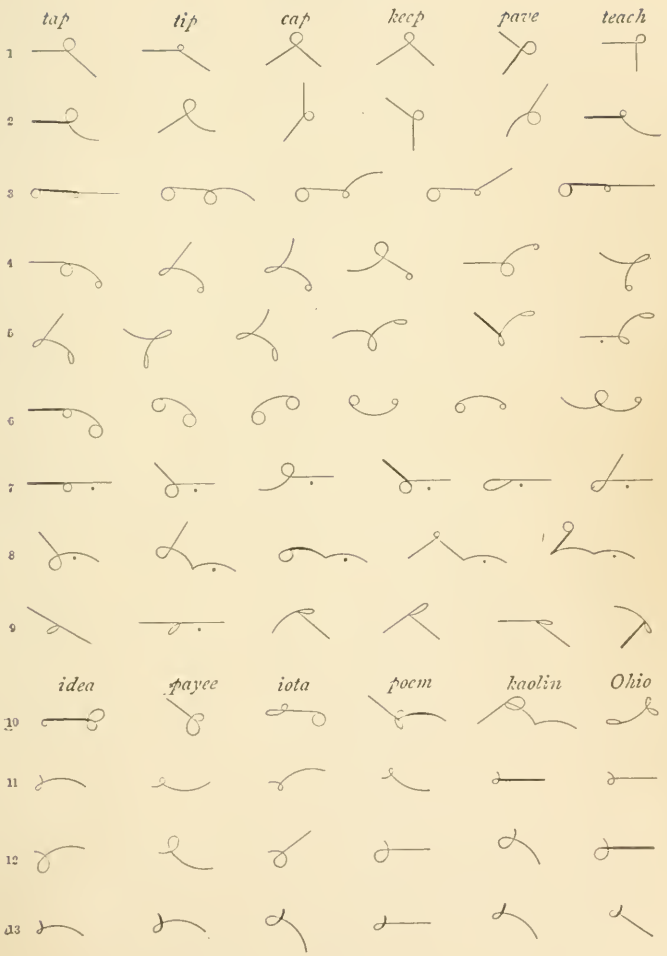
Is there any similarity existing between letters represented by light strokes and letters represented by shaded strokes?

Why is it that more characters are employed in the shorthand alphabet than are used in the longhand alphabet?

How are the strokes representing *f* and *v* known from those representing *k* and *g*? Why is there so little use for a character representing *c* in shorthand writing? How are the vowels united with the consonant character? In what direction should the circles and loops be turned when united with straight lines? When is it allowable to turn them in the other direction? How should the vowel *u* be written in the word pup? How is the *w* and *wh* written when beginning a word?

COMBINATIONS.

CONTINUED.



Copyright, 1891, by C. E. McKee.

LESSON 3.

THE HOOKS.

A small hook represents *s*. The hook is turned in the same manner as the circles and loops, by turning to the right on all straight lines and on the inside of all curves. When the hook is shaded it represents the sounds of *z*. This small hook always represents *s* or *z*, whether it occurs at the beginning, in the middle or at the end of an outline. See lines 1 to 7 on the following page.

A large hook turned on any character represents *n*, as shown in line 8. When this hook is shaded it represents *m*. See line 10. This large hook always represents *n* or *m*, no matter where it occurs. When used initially the *n* hook expresses the syllables *in*, *en* and *un*, as shown in line 11; while the *m* hook expresses the syllables *im*, *em* and *um*.

In practicing this lesson, the learner should take special care to form the small hooks as small as possible and the large hooks of good size. There should always be such a vast difference between them as to preclude any possibility of their conflicting in writing.

To one accustomed to shorthand writing, hooks are extremely easy of formation. They should be formed by simply allowing the hand to turn them easily and naturally, as a continuation of the character, and without forcing the hand or checking the motion of the pen.

REVIEW QUESTIONS.

For what is a small hook employed? In what direction is it turned? What does a large hook represent? What syllable or syllables are expressed by the large hook initially? What does the large hook represent when shaded? How should these hooks be written that they may always be legible?

Copyright, 1891, by C. E. McKee.

CONTRACTED OUTLINES.

Thus far the shorthand writing has been made brief by a *simple alphabet* and *phonetic* spelling. Another principle employed whereby it is made briefer is by representing some of the most commonly occurring words by the leading letter of the word.

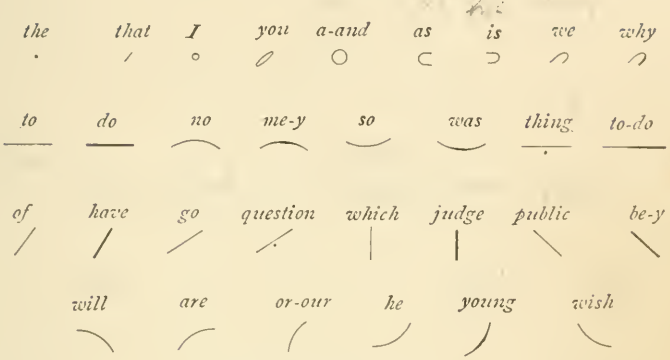
Since spoken English is largely composed of certain small words which occur over and over, this method of abbreviation is, when judiciously employed, very valuable. These common words also form phrases of very frequent occurrence, and each word is so represented as to produce a legible outline, and at the same time one that will join in phrases with the utmost ease.

It is sometimes advantageous to represent two words by the same outline, as in the case of *me* and *my*, *be* and *by*, which are given on the following page. Only such words as will not give rise to any difficulty in reading, however, have been represented in this way, and this system never so expresses more than two words.

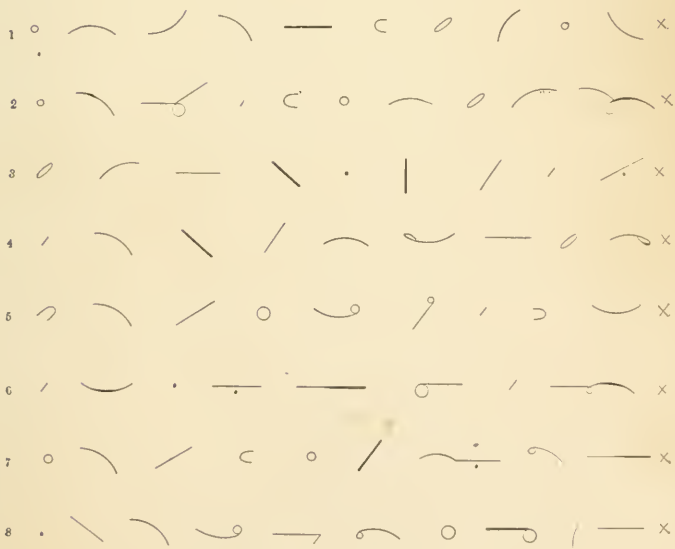
This list should be thoroughly committed, by first copying the outlines a number of times with pen or pencil, and then writing them from dictation. The sentences which follow will show the practical use of such contractions.

REVIEW QUESTIONS.

What three principles have thus far been employed to render shorthand writing brief? How are you to know the word *me* from *my* in reading shorthand? In what direction is the *r* written in the words *or* and *our*? Why is it more perpendicular than the *r* in the word *are*? Would you think it necessary to shade the letter *g* in the word *go*? Could it be read as any other word than *go* if not shaded?



SENTENCES.



Copyright, 1891, by C. E. McKee.

452260

LESSON 4.

THE HALVING PRINCIPLE.

Another mode of contracting shorthand writing is by modifying the size or length of characters for the purpose of expressing following sounds. In this system, all such changes are of the simplest nature possible, and apply to all the characters of the alphabet alike.

The stroke characters are all made half their usual length for the purpose of adding a following *r*. By the application of this principle, all of the *r* coalescents are expressed with one stroke. The *r* coalesces with *t*, *d*, *p*, *b*, *k*, *g*, *f*, *th* and *sh*, and is expressed by halving these letters, as shown in lines 1 to 6.

When *r* follows other letters with which it never coalesces, as in hear, near, etc., the *r* can be expressed also by halving, as shown in line 6. For example, the word *near* when written in this way could not be read *nre* instead of *ner*, as the *n* and *r* never come together as coalescents.

It will, perhaps, be of assistance to the learner to observe that the letters with which *r* coalesces are straight lines, except *sh*, and that the *r* does not coalesce with the curves.

REVIEW QUESTIONS.

When a character is made half its usual length, what letter is implied? In the word hire, how do you know that the *r* comes after the *i*, and why could it not be read *hri*? With what class of letters does *r* coalesce, with the straight lines or the curves? How are the words *were* and *where* written? What is meant by the *r* coalescents?

Copyright, 1891, by C. E. McKee.

LESSON 5.

LENGTHENING PRINCIPLE.

All the characters of the alphabet are lengthened for the purpose of adding a following *t* or *d*. In writing such words as *read, need,* etc., where a vowel intervenes, the first consonant can be lengthened and vowel placed at the end, as shown on lines 2, 3 and 4.

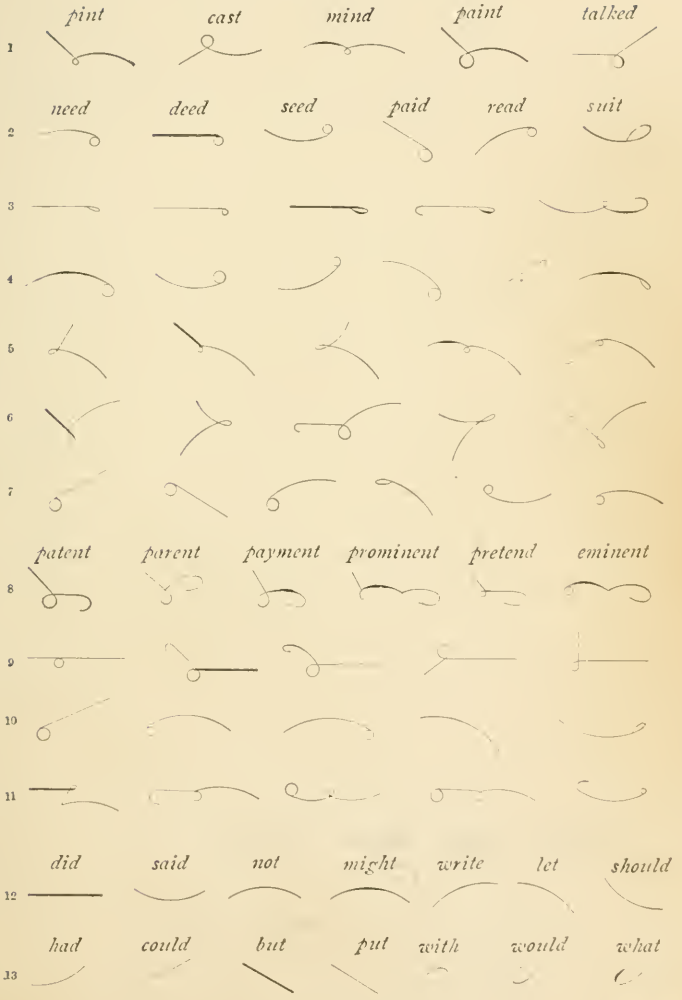
As a rule, no difficulty will be experienced in reading, from allowing either a *t* or *d* to be added by lengthening. Should there occur a case where such practice would allow two words to conflict, then the lengthening principle should only be permitted to express the letter *t*, and the word containing the *d* should be written out.

This lengthening principle is also applied to the hooks, more especially the large hooks, as is shown in line 8. Where a *t* sound follows these hooks, generally the *n* hook, it blends with the *n* so completely that, even though omitted in pronunciation, its absence is not very noticeable. This being true, it will be apparent that such words will be perfectly legible, even though the writer fail to elongate the hook sufficiently to show the added *t*.

In words like *acted, ended,* etc., where the *ed* expresses the past tense, the *ed* can be expressed by superlengthening, as shown in line 10.

REVIEW QUESTIONS.

What letters are expressed by the lengthening principle? Should two words conflict from allowing either *t* or *d* to be added, how can they be distinguished? How are the hooks written so as to indicate an added *t* or *d*? Can the *w* and *wh* characters be lengthened or enlarged to add *t* or *d*?



Copyright, 1891, by C. E. McKee.

HINTS UPON WRITING SHORTHAND.

In order to write shorthand rapidly and legibly, the characters must be executed easily and with a continuous gliding movement. The pen or pencil must be held lightly, and in writing it should glide over the paper with ease, grace and precision.

It should be the aim of every student to write shorthand at least well, if not expertly, and in order to do this it is necessary for the student to practice intelligently and perseveringly. Beginners frequently write shorthand in an awkward manner, and this can be overcome only by patient practice, directed by a thorough understanding of the requirements of the individual case.

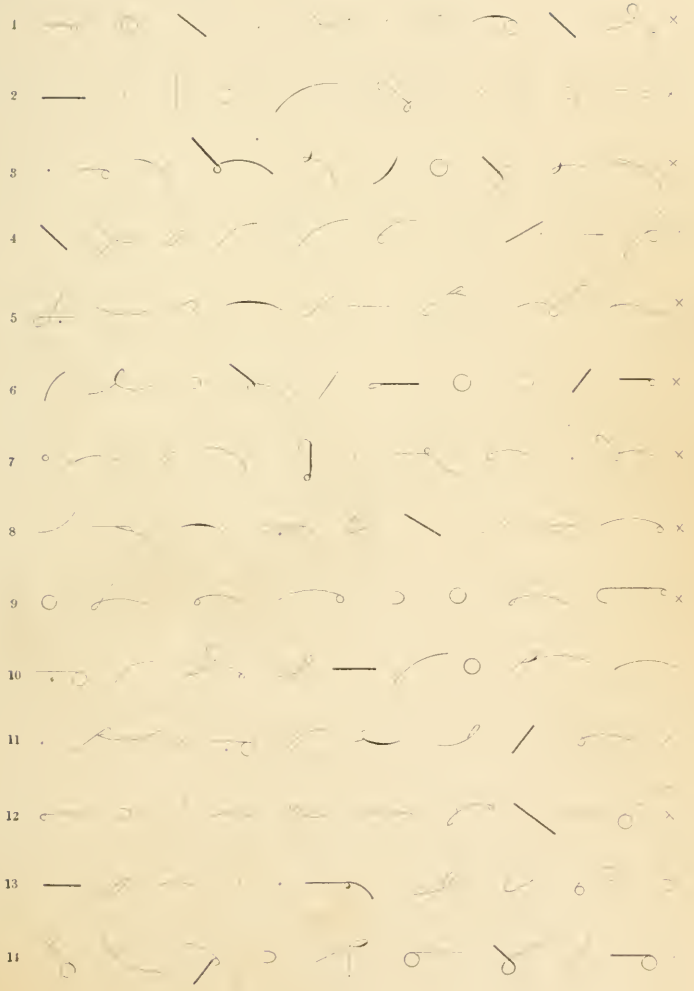
The student should follow the copies given in each lesson very carefully, observing the size, slant, etc., of each character and the distance allowed between outlines. The outlines should be neither scattered nor crowded, and, upon finishing an outline, the next one should be commenced as the hand moves onward in a direct line, thus aiming to lose no time or to cause no useless expenditure of effort. Shaded characters should be executed with one sweep of the pen and never by retracing.

WRITING EXERCISE.

The, that, I, you, and, as, is, we, why, to, do, no, me, my, was, thing, of, have, go, question, which, judge, public, be, will, are, or, he, young, wish, there, during, for, very, great, church, proper, broad, nor, more, swore, large, here, year, were, where, did, said, not, might, write, let, should, had, could, but, put, with, would, what.

SENTENCES

for practice in reading and writing.



LESSON 6.

MINUTING PRINCIPLE.

Since there are no tick characters in the alphabet, the stroke characters can all be made into minute ticks, and this is done for the purpose of adding a following *l*. See lines 1 and 2. This principle enables us to express all of the *l* coalescent combinations, *pl*, *bl*, *kl*, *gl*, and *fl*, by simply minuting the character which precedes the *l*.

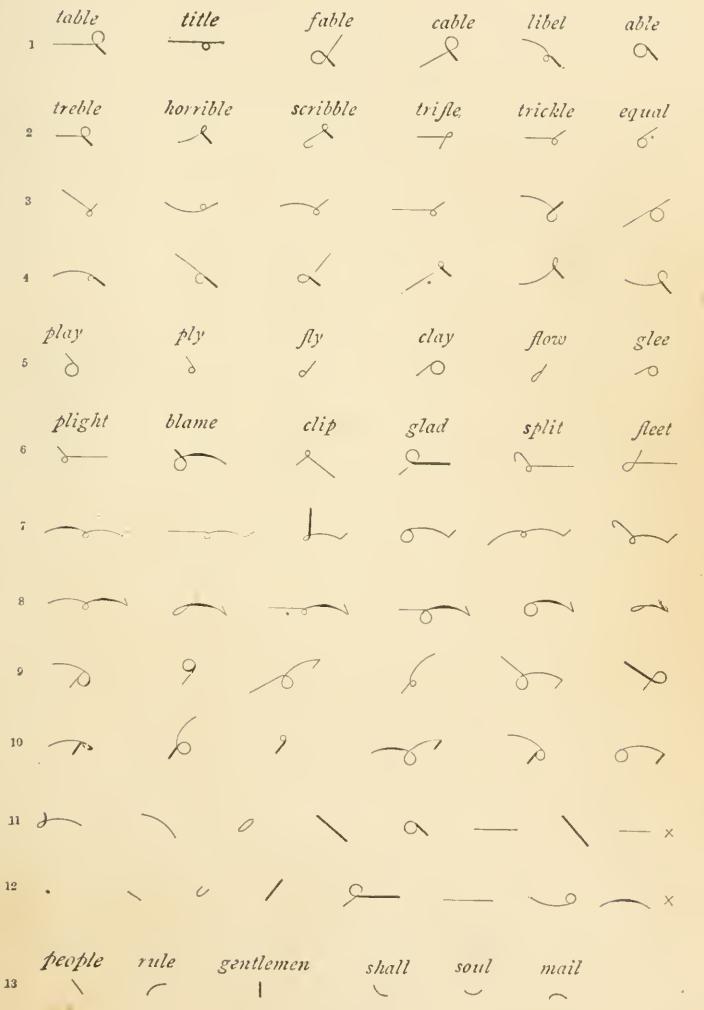
When *pl* or *bl* follow an *m* or *n*, as in line 8, the tick representing the *pl* or *bl* should be struck backwards.

These minute characters should never become confused with the half-length characters. When any character is ticked, it should be made as minute as can naturally be formed, and as there is no danger of making them too short, there can be a vast difference made between the ticks and half-length strokes.

In writing words that begin with tick characters, as shown in lines 5 and 6, care must be taken to make the ticks perfectly straight. For example, in the word *plight*, if the *pl* is written carelessly and allowed to curve, it will have a tendency to present the appearance of a *w* or *wh*.

REVIEW QUESTIONS.

For what purpose are characters made into minute ticks? How short should the tick characters be made? With what letters does the *l* coalesce? How is *pl* and *bl* written when they follow an *m* or *n*? What word is represented by a minute *r*? What is represented by a minute *j*? How is the word *shall* written?



Copyright, 1891, by C. E. McKee.

LESSON 7.

THE REVERSING PRINCIPLE.

The circles, loops and hooks have heretofore been turned on all straight strokes in a direct manner, and, therefore, the reverse or opposite side of such characters remain unused.

The circles, loops and hooks are now united with strokes by a reverse motion; that is, by a motion contrary to the direction described by the hands of a clock, for the purpose of adding a following *s* or *z* sound.

It will be observed that this rule applies whether the circles, loops and hooks occur initially or finally. In the word *ascribe*, which is the third word in line 5, the vowel *i* is medial, and as was stated in the beginning, when the circles and loops occur in the middle of words, they can be turned in whichever direction is easiest. It should be noticed, however, that when two straight lines running in the same direction occur together, the easiest way to turn the vowel is in the direct manner, and, therefore, they can be reversed to add *s* or *z*, as is shown by the first three words in line 2.

When the *s* hook is reversed it adds a following *s*, thereby making the syllables *sus, ses*, etc., as shown in line 8.

Line 10 contains words beginning with *w* and *wh* followed by vowels, which are turned in a reverse manner to add a following *s* or *z* sound.

REVIEW QUESTIONS.

For what purpose are the circles, loops and hooks written in a reverse manner? When circles and loops occur in the middle of words, does it matter in which way they are turned? What syllables are formed when the *s* hook is reversed?

1 *days* *those* *pass* *case* *these* *peace*

2 *taste* *test* *task* *trace* *dress* *price*

3

4

5

6 *mittens* *kittens* *pretence* *importance* *opens* *difference*

7 *inspire* *instead* *install* *inscribe* *institute* *instance*

8

9

10

11

12

Jesus *cases* *possess* *process* *this is*

Copyright, 1891, by C. E. McKee.

CONTRACTED WORDS.

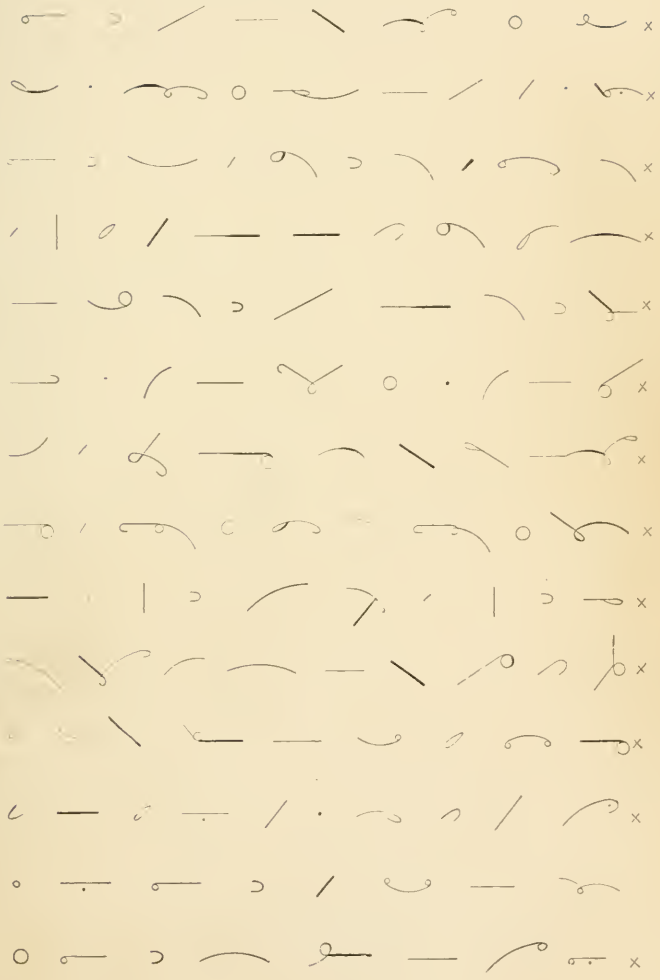
REVIEWED.

Before attempting to read the sentences on the following page, the student should make a careful study of the list of words as given below. This list contains all the contracted words which have thus far been given, and also all extra words which are represented by the same outline. In those cases where two words are represented by the same outline the new word which is now introduced for the first time is printed in italics.

The, that, I, you, a-and, as, is, we-*way*, why, to-*two*, do, no, me-my, so-*society*, was, thing-*think*, of, have-*heaven*, go-*God*, question, which-*change*, judge-*just*, public-*publish*, be-by, will-*well*, are, or-our, he, young-*yet*, wish-*she*, there, during, for, very, great, church-*charge*, proper-*property*, broad-*brought*, nor, more, swore-*swear*, large, here-*her*, year, were, where, did, said, not-*note*, might-*made*, write-*right*, let-*light*, should, had, could-*good*, but-*bought*, put, with, would, what, rule, gentlemen, shall, soul-*sale*, mail, people, Jesus. cases, possess, process, this-is.

No difficulty should be experienced from the two words which are represented by the same outline, as they have been so arranged as to prevent the words from conflicting. The sentences on the opposite page will show to some extent how easy it is to read the proper word.

for practice in reading and writing.



LESSON 8.

SUBORDINATE RULES.

The *r* and *l* characters are written in an upright manner, for the purpose of adding a following *ch* or *j* sound, as shown in lines 1 and 2.

The *r* and *l* characters are shaded for the purpose of adding the sound of a following *k* or *g*, as shown in lines 3 and 4.

The ending *shun* is indicated after a circle or loop by allowing the line to pass over the stroke on which the vowel is turned, as shown in lines 5 and 6. The sound of *shun* is generally preceded by a vowel, but when it is not, as in the word *action*, the *shun* sound is indicated by a small downward curve, as shown in lines 7 and 8. When this *shun* character is shaded it indicates a preceding *k* sound, making the ending *ekshun*, as shown in lines 9 and 10.

A dot is employed initially to represent the sounds *eks*, that is *x*, and it is used finally to represent *ly*, as is shown in lines 11 and 12. When the letter *x*—that is, the sounds *eks*—occurs in the middle or at the end of a word, as in *next*, the *x* is written out as *eks*.

REVIEW QUESTIONS.

When the *r* and *l* characters are written in an upright manner, what letters are indicated as following? When the *r* and *l* are shaded, what letters are indicated as following? How is the syllable *shun* expressed after a vowel? How is the syllable *ekshun* expressed? What does a dot indicate before an outline? What does it indicate at the end of an outline?

1 *torch* *starch* *original* *indulge* *college* *legend*

2

3 *recommend* *regulated* *park* *elector* *collect*

4

5 *nation* *passion* *occupation* *edition* *nations*

6

7 *action* *option* *portion* *intention* *actions*

8

9 *detection* *instruction* *section* *affection*

10 or or

11 *expect* *examine* *expense* *poorly* *slowly*

12

13

14 *rich* *legislate* *remark* *look-like*

Copyright, 1891, by C. E. McKee.

CONTRACTED OUTLINES.

A number of frequently-occurring words are legibly written by the use of a stroke and hook. On the following page is given a list of such words, and although they could be easily written out in full, yet they should always be written in the manner shown, as there are important advantages to be secured in the way of speed when so written.

Such lists of words must be so learned that the student can write them properly from dictation without any hesitancy, and read them back from his writing with an equal degree of fluency.

As regards the formation of hooks, there is, perhaps, need of a little explanation. It will be found in rapid writing that there is a tendency to make *large* hooks after curves and *small* hooks after straight lines. The hooks must, however, be formed according to their proper size, no matter how or where they occur. The small hook must always be small, and the large hook must always be large. A very little care upon the part of the writer will overcome the tendency above mentioned and enable him to make at all times and places just what form is desired. This same tendency is true with respect to circles and loops. They are apt to be larger after curves than after straight lines.

REVIEW EXERCISE.

Write the outlines for the following words: Way, society, think, heaven, God, change, publish, well, our, yet, she, property, brought, bought, swear, her, note, made, right, light, good, sale.

CONTRACTED OUTLINES.

1 *then* *time* *done* *soon* *same* *man* *him* *shown*

2 *long* *run* *room* *been* *opinion* *can* *come* *general*

3 *turn* *sworn* *crime* *grand* *bring*

4 *does* *most* *best* *less* *course* *force* *various*

5 *purpose* *seem* *seen* *such* *second* *stand* *spirit*

6 *secure* *strength* *several*

SENTENCES.

LESSON 9.

INITIAL SYLLABLES.

On the following page is given a list of commonly-occurring syllables, which are expressed by the consonant outline. These syllables are as legible as though the vowel in each was written. For example, the letter *b* expresses the syllable *be*, and never any other, and as consonants are always followed by vowels, the absence of the vowel implies that the syllable *be* is expressed, for if the syllable were any other than *be* it would be written in full. This is true with all of the syllables. Only those given in the following plates are abbreviated, all others being written out in full.

When the syllable *con* is followed by a *t* or *d* the *con* stroke is lengthened to add the *t* or *d*, as shown on line 6

When the syllable *con* is followed by a *k* or *g* sound, as in *congress*, the *n* hook is added to the syllable *con* so as to facilitate the joining, as shown on line 7.

The syllables *per* and *pro* are expressed by *pr*, as shown on lines 9 and 10, but the syllable *pre* is always written in full.

The syllables *mul* and *mal* are expressed by a minute *m*, as shown on line 12. The *m* in this syllable need not be shaded, as it is rather short to shade, and can be read as no other, since the *n* is never made minute for an initial syllable.

The syllable *sirk* can be written by beginning with the *s* hook or with the stroke *s*, as shown on line 14.

1 *be*

2 *de*

3 *re*

4 *con*

5 *com*

6 *cont*

7 *con*

8 *scr*

9 *per*

10 *pro*

11 *mor* *mur*

12 *mul* *mal*

13 *in* *un* *con-m*

14 *sirk* or

INITIAL SYLLABLES.
(Continued.)

The syllables given on the following page are formed by the use of the consonants, as was done in the preceding plate.

The syllable *self* is expressed by a small *s* hook joined in an angular manner, as shown in line 6. The consonant sounds are not all expressed in the writing of this syllable *self*, and it is, therefore, an exception to the statement that all the consonant sounds are represented.

The syllables *sen*, *sin*, *sem* and *sim* are always written with the *s* hook turned on an *n* or *m*, as shown in lines 9 and 10.

The syllables *sun* and *sum* are always written with the stroke *s* and a large hook, as is shown in line 11. The syllable *san* and *sam* are also written in this manner.

Although in some instances two syllables are represented in the same way, yet no inconvenience should arise from this, as the syllables are such as will not form conflicting words.

These syllables must be practiced until they are perfectly familiar, and until it becomes natural to represent them in the manner here shown, in whatever connection they occur.

REVIEW QUESTIONS.

How is the syllable *con* written? How is it written when followed by a *k* or *g*? What two syllables are expressed by *pr*? How is the syllable *pre* written? What is the difference between the outlines for *under* and *enter*? How is the syllable *self* expressed? How are all words beginning with *sin* or *sen* written?

INITIAL SYLLABLES.

continued.

1 *dis*

2 *mis*

3 *inter*
enter

4 *under*

5 *trans*

6 *self*

7 *sub*

8 *super*

9 *sen-m*

10 *sin-m*

11 *sun-m*

12 *man*

13 *tem*
dem

14 *pen*
pun

LESSON 10.

FINAL SYLLABLES.

The final syllables which are given on the following page are formed by the use of simply the consonant characters, as was done in the case of the initial syllables. In the syllables *serve* and *ship*, however, one of the consonant sounds is omitted. The ending *ship* can be written out in full very easily, but as the *sh* and *p* generally carry the outline rather low, it has been abbreviated into writing the *sh*, which, though most legible when detached, can be joined to the preceding part of the word.

The different syllables given in this and the two preceding plates are always written in the same manner as has been shown by the illustrations. These syllables, as a rule, occur in many more words than are given in the plates, and by understanding their use each syllable can be written in its proper manner wherever it occurs.

The student should by this time begin to read somewhat from sight. That is, he should cease spelling words out, but should remember them as wholes, and read as one reads print by simply glancing at each word. The student should persevere in this practice, and he will shortly find that he will read shorthand writing as naturally and easily as longhand. In reading print or longhand we frequently read words that are misspelled without noticing the error, and just so it is in reading shorthand, the reader who reads from sight frequently reads words that are badly distorted, or are not written just as they should be, without noticing the bad shape of the outline or the slight error in the formation.

1 *age*

2 *cede*
side

3 *sist*

4 *serve*

5 *form*

6 *fect*

7 *flect*

8 *graf-y*

9 *ology*

10 *tory*
tary

11 *hood*

12 *ment*

13 *ship*

14 *self*

CONSONANT OUTLINES.

The student has, no doubt, observed by this time that in certain words vowels can be omitted without imparing the legibility of the writing. On the following page is given a list of commonly-occurring words which are advantageously expressed by the consonants of each word.

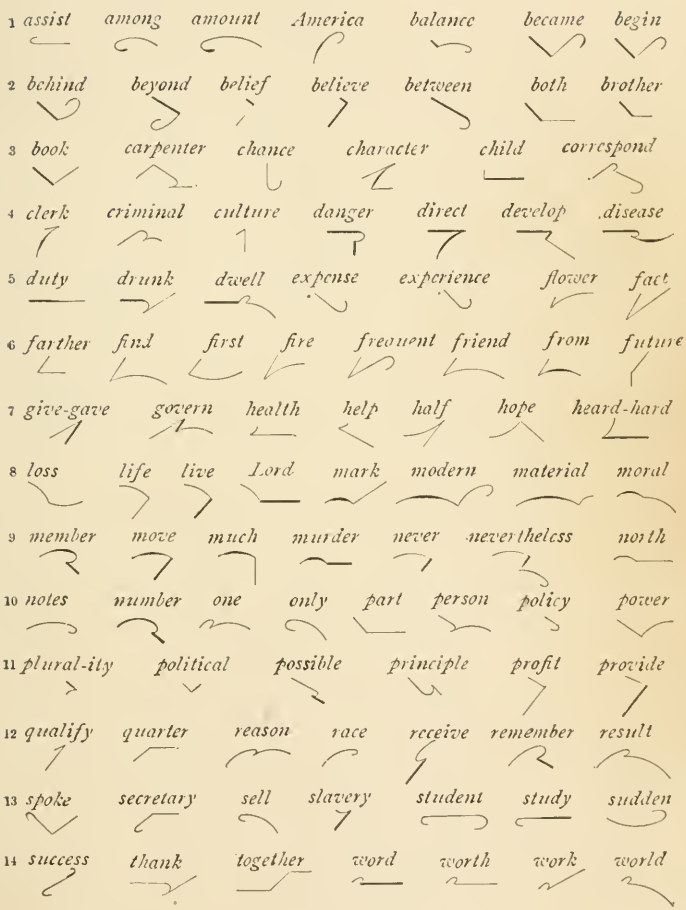
The student should understand that while the vowels are omitted in these words, yet in others they are of the utmost importance. As a rule, initial vowels are the most essential to legibility, and they should seldom be omitted. The more important any vowel is in sound the more essential it is that it should be written. In such words as *obey*, *essay*, *poem*, *iota*, etc., the vowels are the life of the word and without them such words would be wholly unintelligible.

A good rule for the student to follow in regard to the use of vowels in words not given in the text-book is, never to omit a vowel sound any sooner than a consonant sound, and to omit neither excepting when the word will be perfectly legible with the omission.

Many are apt to suppose that legibility in shorthand depends simply upon a full representation of the sounds of the words, but this is a great mistake. A system might be so formed, as some are, that even though every sound is indicated the writing is not as legible as in a system properly constructed that omits some of the sounds. Legibility in shorthand depends upon the writing being formed from regular, uniform alphabetic characters by the use of simple, universal rules which results in producing outlines having a characteristic appearance that are like other outlines in proportion to their likeness of pronunciation.

CONSONANT OUTLINES

OF COMMON WORDS.


1 assist among amount America balance became begin
2 behind beyond belief believe between both brother
3 book carpenter chance character child correspond
4 clerk criminal culture danger direct develop disease
5 duty drunk dwell expense experience flower fact
6 farther find first fire frequent friend from future
7 give-gave govern health help half hope heard-hard
8 loss life live Lord mark modern material moral
9 member move much murder never nevertheless north
10 notes number one only part person policy power
11 plural-ity political possible principle profit provide
12 qualify quarter reason race receive remember result
13 spoke secretary sell slavery student study sudden
14 success thank together word worth work world

LESSON 11.

COMMON WORDS.

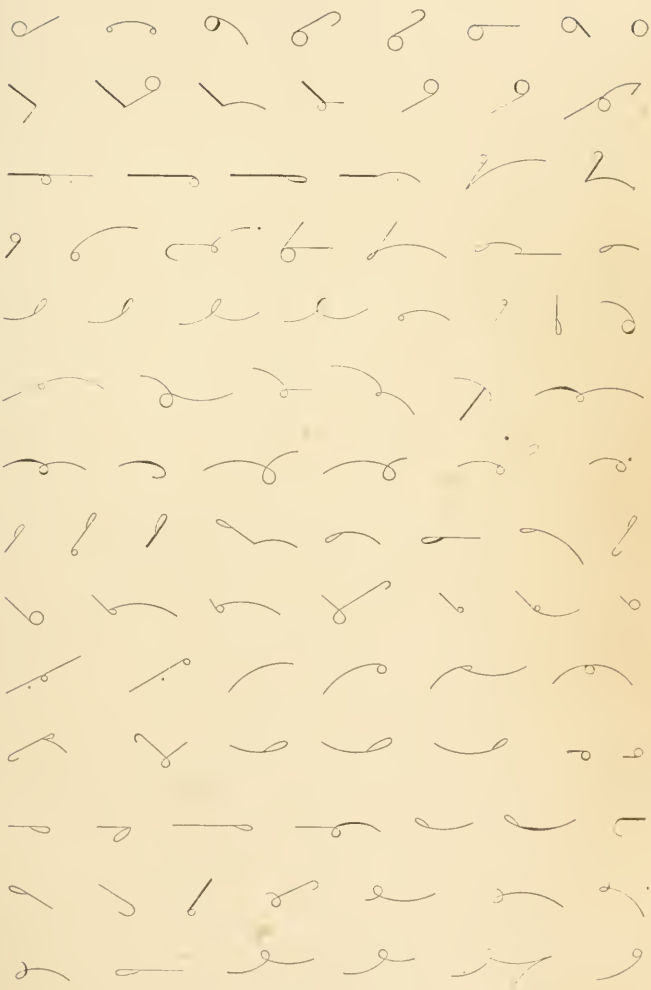
On the following page is given a list of commonly-occurring words which are written from the natural application of the principles which have preceded. This list should be repeatedly written until each outline can be formed correctly without referring to the copy.

KEY TO COMMON WORDS.

1. ask, any, all, again, against, at, able, ah. 2. before, because, being, better, case, cause, careful. 3. death, deed-dead, doubt, doing, effort, even. 4. ever, earth, entirely, fast, found, honest, honor. 5. who, how, whose, house, in, if, choose, law. 6. kind, last, letter, little, love, mind. 7. men, man, nature, natural, next, nearly. 8. offer, office, over, open, on-own, out, old, offices. 9. pass-past, present, pleasant, practice, price, prices, please. 10. quick, quit, right-write, read, rest, real. 11. scholar, speaker, sue, suit, south, tell, tells. 12. true-truth, through, thought, them, us-use, used, under. 13. up, upon, vice-voice, weeks, west, went, while. 14. when, youth, yes, yes sir, yesterday, ye.

We deem it important for the student to write every word as it will be used in actual work, and have, therefore, omitted the dot in the words *being*, *through*, *thought*, *them* and *youth*, on the following page.

The letter *y* is generally written downwards, but can be written upwards to advantage in the words *yes*, *yes sir*, *yesterday*, and *ye*, as shown in line 14.



CONTRACTED OUTLINES.

REVIEWED.

The following list contains a review of all the contracted words that have been presented since our last recapitulation on page 48. Those words which are printed in italics are represented by the same outline as the word preceding.

Rich, legislate, remark, look-like, then *than*, time, done *down*, soon *sun*, same *some*, man *many*, him, shown, long *length*, run *ruin*, room, been, opinion, can *gone*, come *came*, general, turn, sworn, crime *grand*, bring, does, most *must*, best, less, course, force, various, purpose, seem, seen *sign*, such, second, stand, spirit, secure, strength, *strong*, several *saviour*.

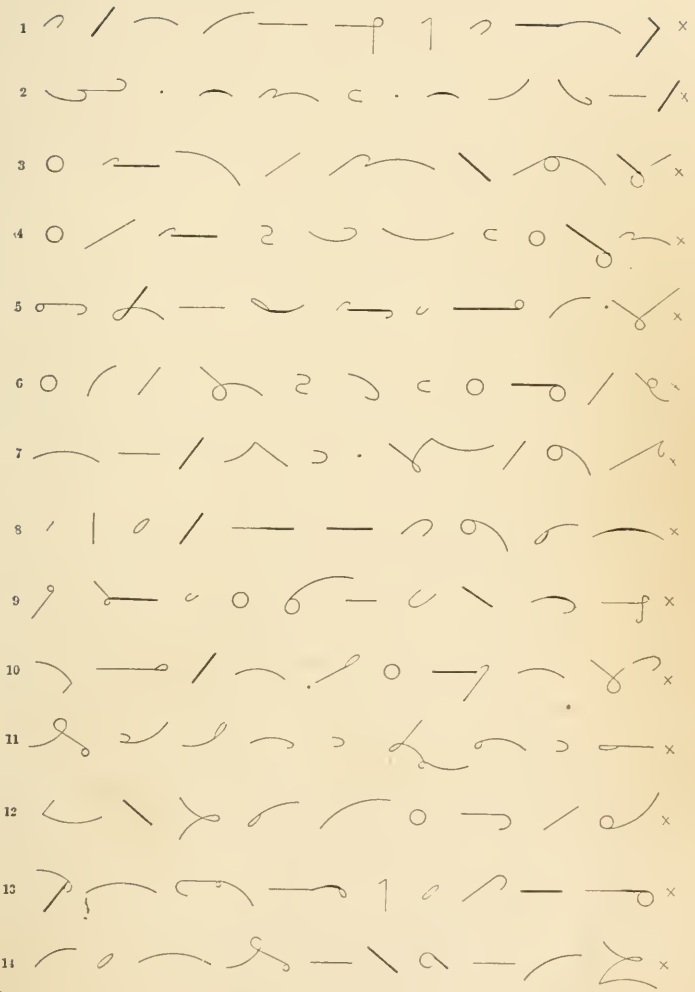
SENTENCES.

In the sentences which are given on the following page a few words have been combined into phrases. For example, the words *that* and *which* are united on line 1, and also the words *do* and *not*. On line 3 the phrase *cannot* occurs. On lines 4 and 6 the phrase *is-as* occurs. Many more words could be phrased, but these few examples are deemed sufficient for the present. In the next lesson the subject of phrasing is thoroughly explained.

These sentences should be practiced until they can be written without any hesitancy. In practicing such sentence exercises the student should aim to establish an easy movement and increase his speed of writing.

SENTENCES.

for practice in reading and writing.



LESSON 12.

PHRASE WRITING.

Two or more words can be joined together, making a phrase, which should always be written without lifting the pen. Only words which naturally blend together, or have some connection, should be joined in writing.

The *s* hook is turned on other characters for the word *as*, forming such phrases as *as well as*, *as many as*, etc., as shown on line 5. The word *has* is written in the same manner as the word *as*, the context always indicating which word is intended. The word *his* is also expressed by the same outline as used for the word *is*.

The word *in* can frequently be phrased to advantage by the use of the large *n* hook, as is shown in the third outline in line 14, which makes the phrase *in which*. The following phrase is *in such*, the *s* being expressed by the reversed *n* hook.

The extent to which phrase writing should be carried in shorthand is left largely with each writer. Care should always be taken, however, to employ phrases only where they will aid in writing, and be of no hindrance in reading. There is practically no end to the different combinations of words that could be formed, but only those which are of common occurrence, and composed of from two to three words, are of special importance to the writer.

The phrases which are given in this and the following plate are of the most practical value, and no student should stop short of employing at least these illustrations in his writing.

1 *a*

2 *are*

3 *and*

4 *all*

5 *as*
has

6 *be*

7 *it*

8 *did*

9 *he*

10 *had*

11 *his*
is

12 *have*

13 *I*

14 *in*

PHRASE WRITING.

(Continued.)

The word *not* can be added to stroke characters by the use of the large *n* hook, as shown in line 2. This method of expressing *not* is especially valuable in the phrase *could not*, as the *n* stroke would not join easily.

The *n* stroke is joined to other characters to express the words *on* and *own*, as shown in line 3. The context readily indicates whether the word *on* or *own* should be read.

The words *there* and *other* can both be written with the half-length *th*, as shown in line 6, since the context will always show which word should be read.

The word *the* can be phrased with any character by a slight retracing, as is shown in line 8.

The tick which expresses the word *that* is always written downwards when standing alone, but in phrases it is sometimes written upwards. In the last phrase in line 9, which is *that that*, the first *that* is struck upwards, so that the phrase will not look like *that the*, which is the last phrase in line 8.

When the word *your* is joined with other words the *u* can be omitted, as shown in line 11.

Line 12 is composed of phrases in which the connecting word is omitted, such as *by and by*, *one by one*, etc.

The phrases given in lines 13 and 14 are of somewhat technical formation, and as they are of frequent occurrence the student should commit them to memory.

continued.

1 *me-my*

2 *not*

3 *on-own*

4 *one*

5 *to*

6 *their there other*

7 *than*

8 *the*

9 *that*

10 *you*

11 *your*

12

13 *in the* *on the* *of the* *as the* *is the* *and in* *has been*

14 *in any* *in your* *who are* *in this action* *not been* *at the time*

ADVICE TO THE STUDENT.

The shorthand writing on the following page is for the purpose of giving the student practice in shorthand reading and writing. It contains words of instruction which every thoughtful student will take pains to follow. Some valuable hints may also be obtained from a close observation of the phrases employed.

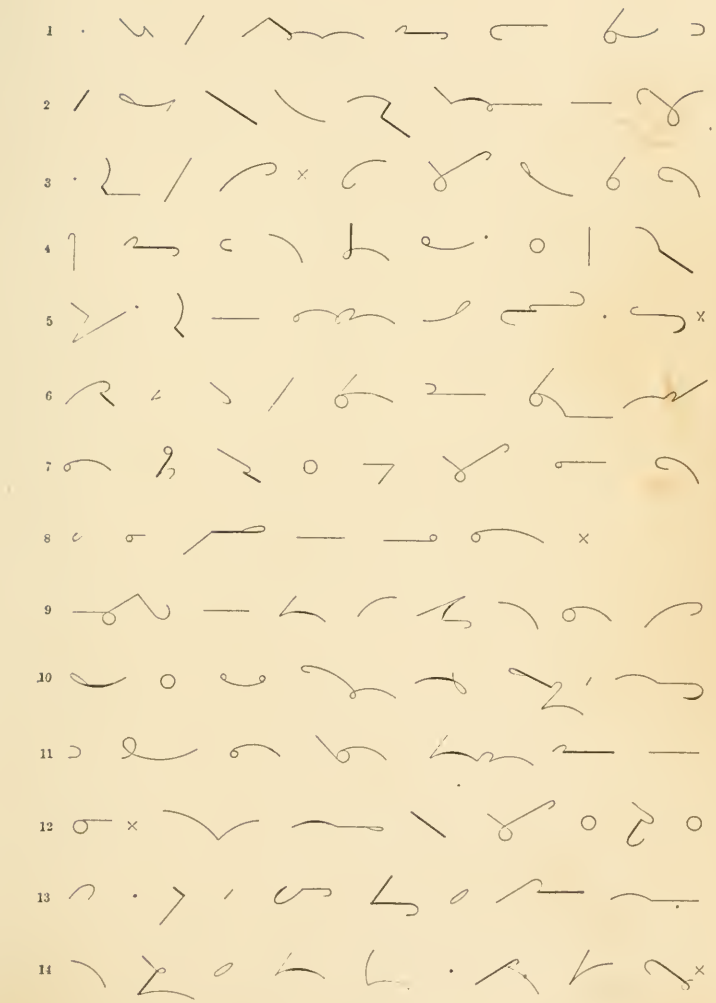
The student has, no doubt, by this time observed that in order to thoroughly master a principle of shorthand it is necessary to practice it over many times. The mere theory of shorthand writing can be learned in a few days' time, but in order to become proficient in its use much practice is required.

The student should aim to become so familiar with shorthand writing as to enable him to write with as little thought as is required to write longhand. When such familiarity is gained with the shorthand outlines writing becomes a great pleasure.

The learner should also observe whether in his individual case it is easier to *write* shorthand than to *read* it, and give special attention to practice in that direction in which he is most deficient.

REVIEW QUESTIONS.

What is meant by phrase writing? To what extent should phrase writing be employed? How is the phrase *could not* written? How is the word *the* phrased? How is the word *your* written when phrased? How are such phrases as *by and by* written? How are the phrases *in the*, *on the* and *of the* written? What is the object of phrasing? Which is the more difficult, to *write* shorthand or to *read* shorthand?



LESSON 13.

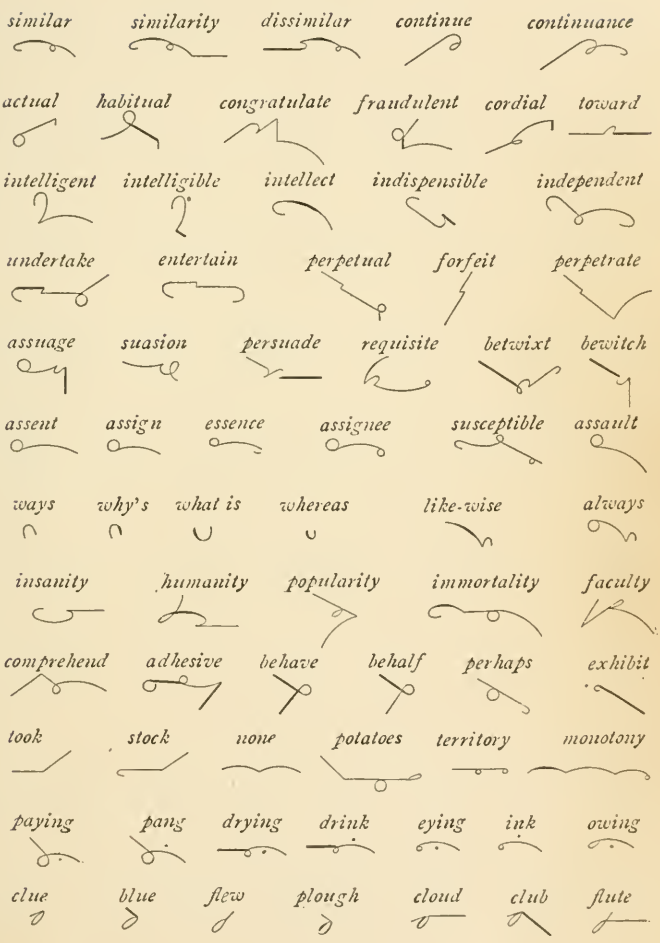
FORMATION OF OUTLINES.

Since many words can be written in more than one way, the question often arises as to which is the best outline for a word. There are at least three points which should always be taken into consideration in the outlining of words. They are *legibility*, *simplicity* and *analogy*. That form of outline should be selected which secures these three essential features in their highest degree of perfection.

The words given on the following page are mostly of peculiar formation, and will serve to show the flexibility of principles rather than the regular application of rules.

Line 1 illustrates the preserving of analogy. Line 2 contains words in which it is best to use a character that but approximately represents the sound. Line 3 shows the large hook used initially, which is elongated to add the following *t* or *d*. Line 4 shows how one straight line can be joined with another when both extend in the same direction. Line 6 contains words in which it is advantageous to reverse a circle or hook on curved strokes. Line 7 shows how *s* is expressed after *w* or *wh*, that is by slanting the *w* backwards, or writing it in an upright manner. Line 8 contains words ending in *y* in which the final *y* or *i* sound is omitted. Line 9 shows that *h* can be omitted in some words without impairing the legibility.

The vowels *o* and *u* are sometimes omitted when they occur between two stroke characters, as is shown in line 10. The vowel in such cases can be readily supplied in reading, as no other vowels are omitted, and hence the absence of a vowel implies that it is either *o* or *u*.


1 similar similarity dissimilar continue continuance
2 actual habitual congratulate fraudulent cordial toward
3 intelligent intelligible intellect indispensible independent
4 undertake entertain perpetual forfeit perpetrate
5 assuage suasion persuade requisite betwixt bewitch
6 assent assign essence assignee susceptible assault
7 ways why's what is whereas like-wise always
8 insanity humanity popularity immortality faculty
9 comprehend adhesive behave behalf perhaps exhibit
10 took stock none potatoes territory monotony
11 paying pang drying drink eying ink owing
12 clue blue flew plough cloud club flute

DERIVATIVE OUTLINES.

The plate of words given on the following page are termed *derivative outlines*, since they are principally derived from a root word, the writing of which has already been given.

In writing the word *out* and all of its derivatives it is immaterial whether the loop is shaded or not, since the outline cannot make any other word than *out*. See lines 6 and 7. The third word in line 7 is the word *outline*, in which the *t* is omitted, since it would make an indistinct joining with the letter *l*.

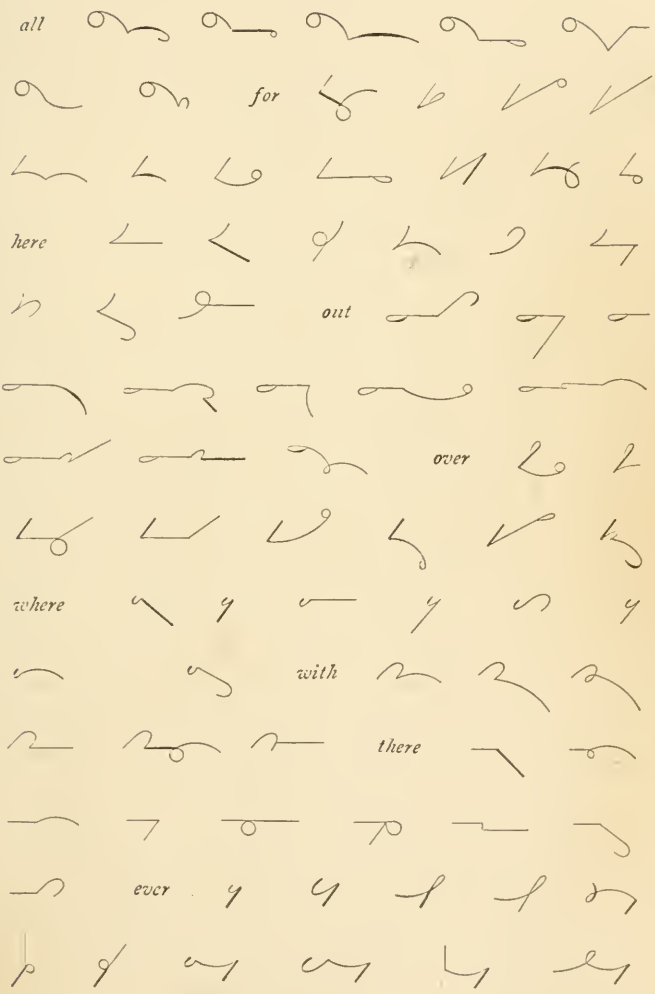
In the word over and its derivatives the *o* can be omitted provided the writer finds it sufficiently advantageous, as is shown in line 8.

In the words ending in *on*, as *hereon*, *thereon*, the syllable *on* is expressed by simply the *n* stroke, but in words ending in *in*, as *herein*, *therein*, etc., the syllable *in* is written out *in* or expressed by the *n* hook. For an illustration see the last word in line 11 and the first word in line 12.

The *e* is omitted in the syllable *ever* in such words as *wherever*, *whatever*, *whoever*, *however* and *whenever*, as shown on line 13.

REVIEW QUESTIONS.

When a word can be outlined in different ways, what three essential points should be considered in making the selection? What is meant by preserving analogy? How is *s* expressed after *w* in *ways*? When can the letter *h* be omitted? When can the vowels *o* and *u* be omitted? How is the omission known? How are the words ending in *on* distinguished from those ending in *in*? Can the *o* be omitted in the word *over*? Would there be a liability of reading it *very*, or would the context distinguish them?


1 all
2 for
3
4 here
5 out
6
7 over
8
9 where
10 with
11 there
12
13 ever
14

LESSON 14.

SIMILAR WORDS DISTINGUISHED.

On the following page is given a list of words which are similar in pronunciation, and, therefore, somewhat similar in formation. These words are such as should be distinguished in writing in order to secure perfect legibility. The student will observe that in most instances the division of syllable, accent or other peculiarity in pronunciation determines the particular form of outline.

Occasionally the outlines of two words may be somewhat similar although the words are considerably different in pronunciation, and, therefore, when outlining words in shorthand, it is well to take into account the possibility there is of the outline selected becoming like some other word when subjected to rapid execution. The outlines adopted in New Standard Shorthand have been as far as possible selected so as to preclude the possibility of their conflicting in the most rapid execution, and the thoughtful writer will carry this principle out in the outlining of words.

The student who is careful to preserve a distinction between all words which are liable to conflict is the one who never makes mistakes in reading his notes. Very frequently the legibility of a word depends upon the particular length of a stroke, and until the writer has become proficient in actual shorthand work, he should take great care to form every character with precision.

SIMILAR WORDS

DISTINGUISHED.

arms

armies

country

county

corporal

corporeal

defence

defiance

differ

defer

diseased

deceased

emigration

immigration

fight

fit

farther

further

inevitable

unavoidable

favor-ed

favorite

fire fear

fair far

forward

froward

genteel

gentle

genius

genuine

guaranty

guarantee

however

wohever

human

humane

indebted

indicted

ingenious

ingenuous

into

unto

this

these

man

men

patron

pattern

proscribe

prescribe

quit quite

quiet

sent

send

true

through

yourself

yourselves

veracity

voracity

SHORTHAND PUNCTUATION.

The different marks of punctuation used in shorthand writing are shown on the following page. The most of these are so nearly like the marks used in ordinary writing and printing as to be self-explanatory.

The *underscore* is drawn beneath any word to capitalize it.

The mark called *slur* is used in much the same way as the underscore, excepting that its special use is to connect a number of outlines or words which are generally expressed by their initial letters by striking it above them. As for example in writing long titles as, The American Baptist Publication Society, or The Young Men's Christian Association

The mark which indicates *doubt* is used in shorthand notes to show that for some reason the writer is in doubt as to the correctness of a word or statement, which should be inquired into at the close of the dictation.

SHORTHAND NOTATION.

Amounts and periods of time are written as illustrated on the following page. It will be observed that the order of figures, as *hundreds*, *thousands*, *millions*, etc., are expressed by the initial letter of each.

The following is a key to the last seven expressions on the following page: *Twenty-four miles, three feet, ten inches, seven pounds, three shillings, six pence, ninety-nine times out of a hundred.*

The shorthand writer should be expert in the formation of good figures. They should be of medium size, and written without shades.

SHORTHAND PUNCTUATION.

Period	×	*Parenthesis*	( )	*Section*	§
Comma	,	*Exclamation*	!	*Doubt*	(?)
Semicolon	;	*Interrogation*	?	*Slur*	⌒
Colon	:	*Caret*	∧	*Applause*	
Dash	—	*Paragraph*	¶	*Laughter*	
Underscore	———	*Asterisk*	⊛	*Hissing*	

SHORTHAND NOTATION.

1 *hundred*

2 *thousand*

3 *million*

4 *dollars*

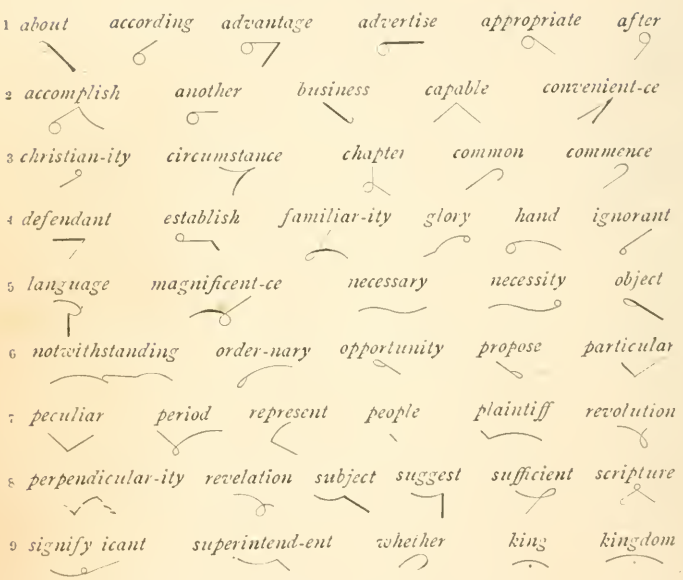
5 *periods of time*

6

7

REPORTING CONTRACTIONS,

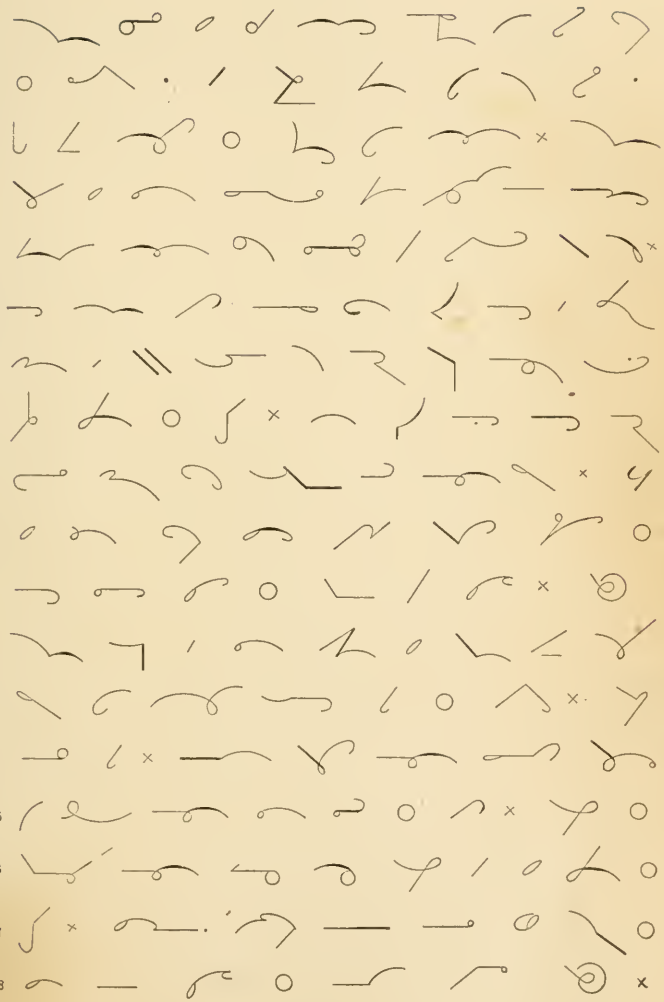
FINAL LIST.

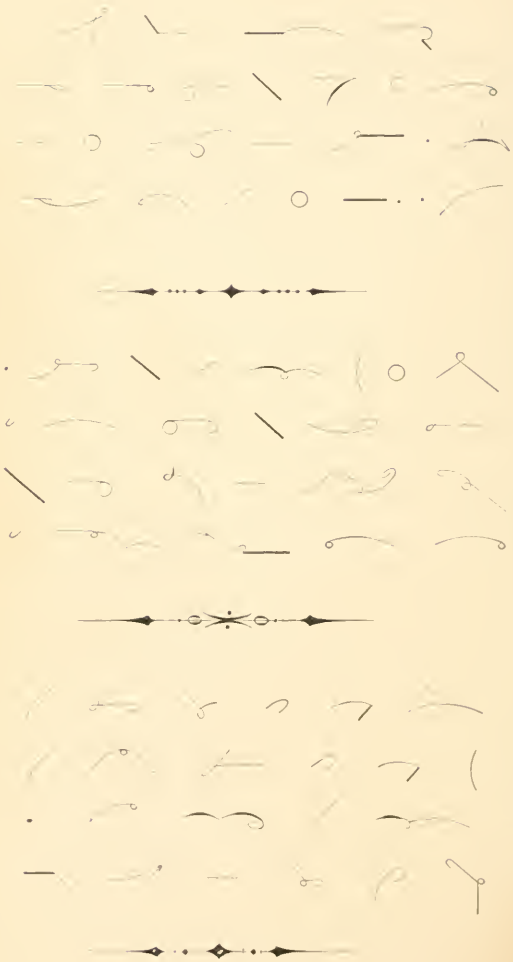

1 about according advantage advertise appropriate after
2 accomplish another business capable convenient-ce
3 christian-ity circumstance chapter common commence
4 defendant establish familiar-ity glory hand ignorant
5 language magnificent-ce necessary necessity object
6 notwithstanding order-nary opportunity propose particular
7 peculiar period represent people plaintiff revolution
8 perpendicular-ity revelation subject suggest sufficient scripture
9 signify icant superintend-ent whether king kingdom

The above reporting contractions concludes the list of contracted words that are employed in the writing of Standard Shorthand. After these are committed to memory the student should practice writing all the derivatives of each word.

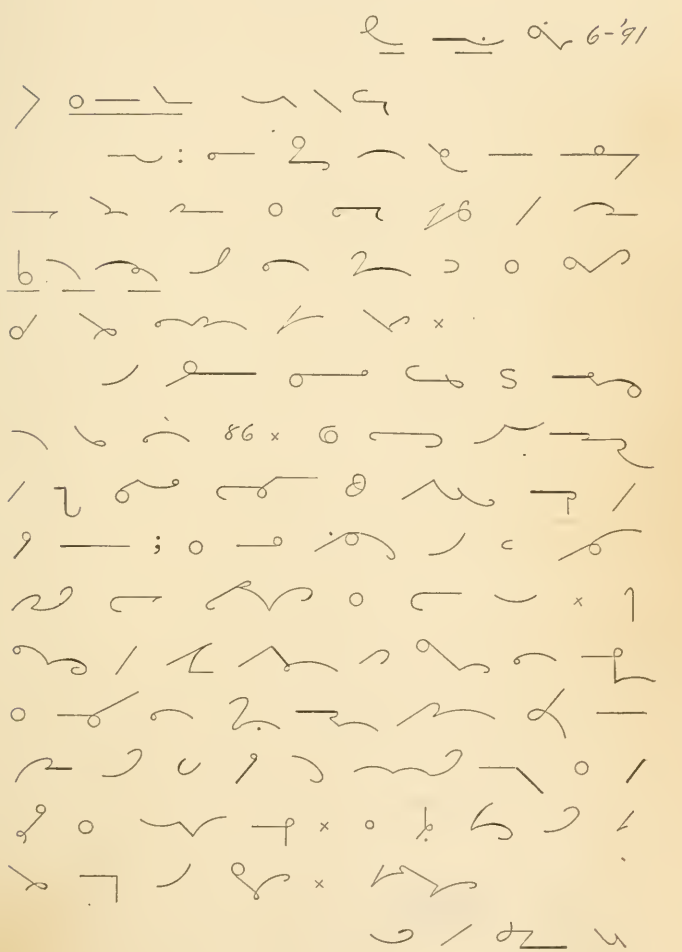
The practice of contracting words in shorthand writing can be carried to an indefinite extent, but it is not at all necessary in order to become proficient in all kinds of shorthand work to contract words any further than is illustrated in this text-book.

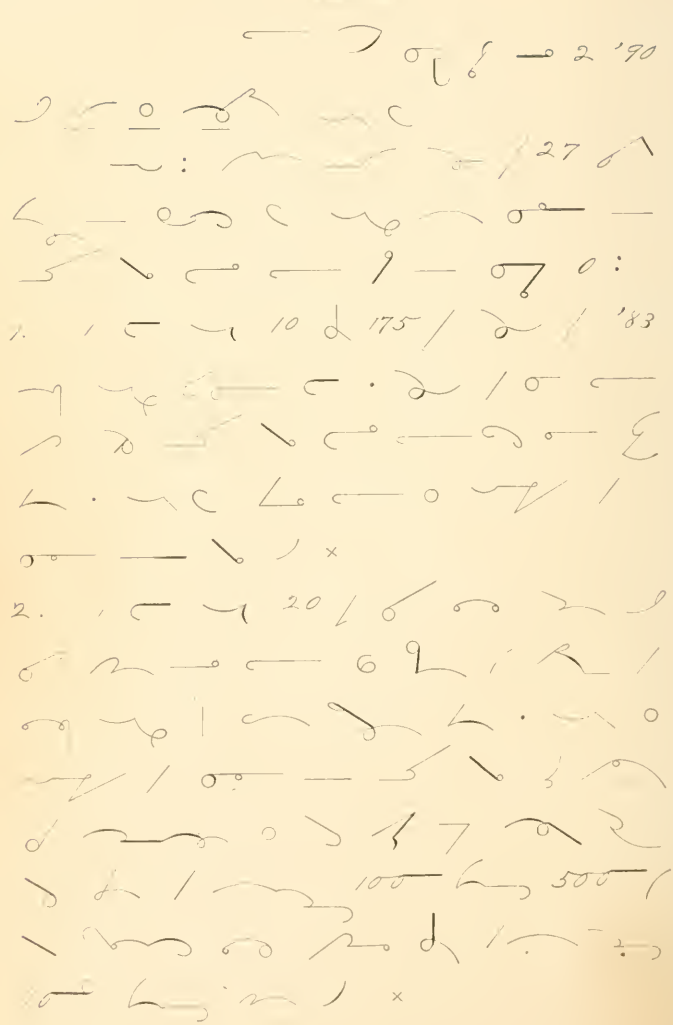
GARFIELD.



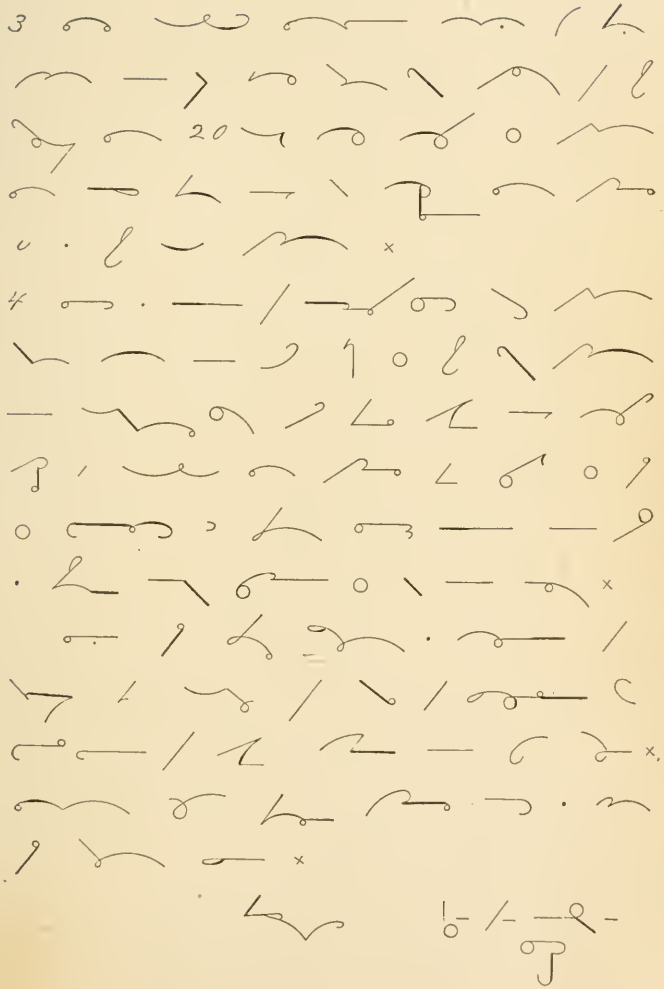


Letter No. I.





Continued.

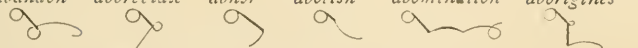


SHORTHAND VOCABULARY.

The following shorthand vocabulary contains the shorthand outlines of more than one thousand practical English words.

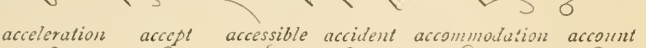
This list has been selected with a view of furnishing the student with the correct outline for the leading words of the language, and is sufficiently comprehensive as to furnish a key to the correct outlining of all words.

1 *abandon* *abbreviate* *abhor* *abolish* *abomination* *aborigines*



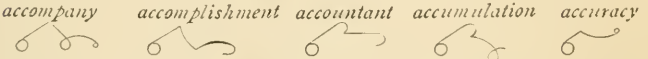
2 *abscess* *absence* *absolute* *absorb* *absurd* *abundant* *academy*

3 *acceleration* *accept* *accessible* *accident* *accommodation* *account*

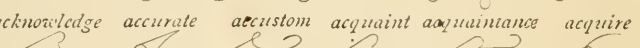


4 *accompany* *accomplishment* *accountant* *accumulation* *accuracy*

5 *acknowledge* *accurate* *accustom* *acquaint* *acquaintance* *acquire*

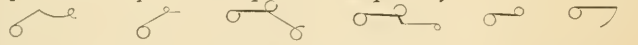


6 *acquisition* *acquittal* *adaptation* *adaptability* *address* *adhere*

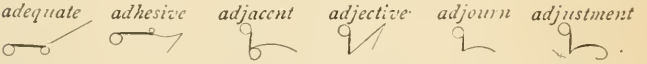


7 *adequate* *adhesive* *adjacent* *adjective* *adjourn* *adjustment*

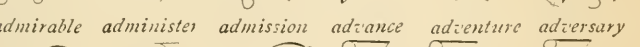
8 *admirable* *administer* *admission* *advance* *adventure* *adversary*



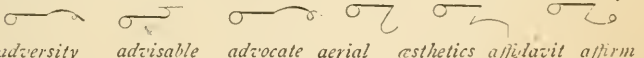
9 *adversity* *advisable* *advocate* *aerial* *æsthetics* *affidavit* *affirm*



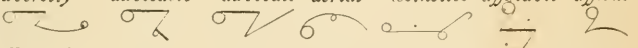
10 *affirmative* *afford* *aggravate* *agency* *aggregate* *agitation*



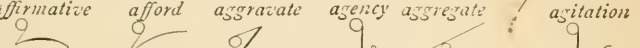
11 *agreeable* *alcohol* *allowance* *almanac* *alphabet* *alternate*



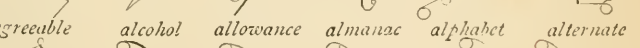
12 *amanuensis* *ambitious* *amendment* *amusement* *American*



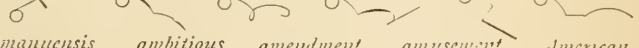
13 *amicable* *analogy* *ancestor* *angular* *animal* *annihilation*



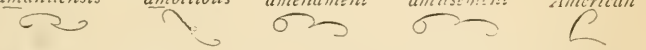
14 *anniversary* *annoyance* *annual* *annuity* *anonymous* *answer*



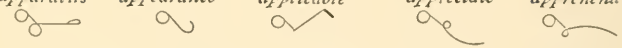
15 *answerable* *antagonistic* *antarctic* *anterior* *anthracite* *antique*



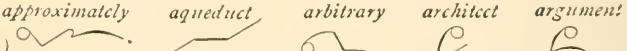
16 *antiquity* *anticipation* *antithesis* *anxiety* *anxious* *apologize*



1 *apparatus* *appearance* *applicable* *appreciate* *apprehend*

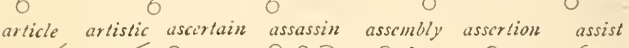


2 *approximately* *aqueduct* *arbitrary* *architect* *argument*

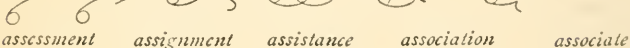


3 *aristocracy* *aristocratic* *arithmetic* *arithmetician* *around*

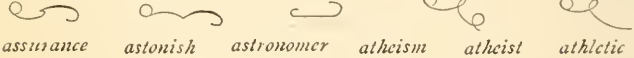
4 *article* *artistic* *ascertain* *assassin* *assembly* *assertion* *assist*



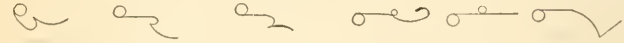
5 *assessment* *assignment* *assistance* *association* *associate*



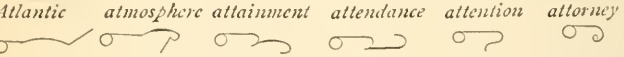
6 *assurance* *astonish* *astronomer* *atheism* *atheist* *athletic*



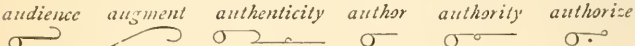
7 *Atlantic* *atmosphere* *attainment* *attendance* *attention* *attorney*



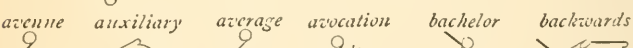
8 *audience* *augment* *authenticity* *author* *authority* *authorize*



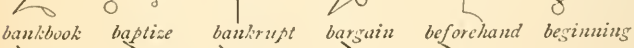
9 *avenue* *auxiliary* *average* *avocation* *bachelor* *backwards*



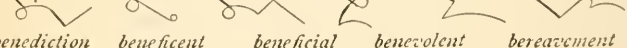
10 *bankbook* *baptize* *bankrupt* *bargain* *beforehand* *beginning*



11 *benediction* *beneficent* *beneficial* *benevolent* *bereavement*

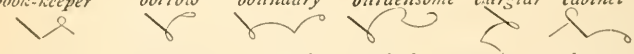


12 *book-keeper* *borrow* *boundary* *burdensome* *burglar* *cabinet*

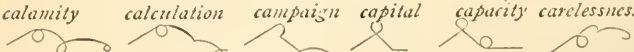


13 *calamity* *calculation* *campaign* *capital* *capacity* *carelessness*

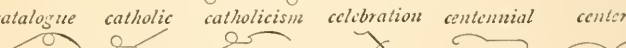
14 *catalogue* *catholic* *catholicism* *celebration* *centennial* *center*



15 *central* *ceremony* *certain* *certificate* *challenge* *chastisement*



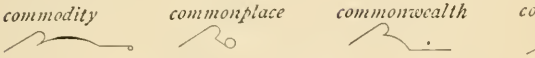
16 *cheerfulness* *chemistry* *christianity* *citizen* *civilization*



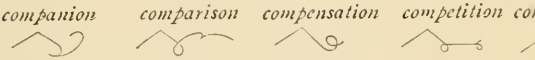
1 classical cognizance coincide collateral combination college

2 commemoration commencement commerce commercial

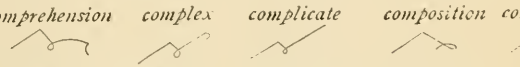
3 commodity commonplace commonwealth communion



4 companion comparison compensation competition complainant

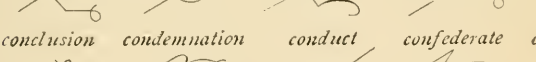


5 comprehension complex complicate composition compromise

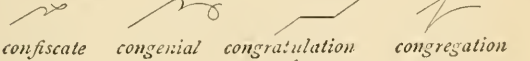


6 computation concern concealment concentration conclude

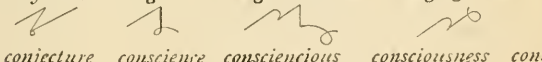
7 conclusion condemnation conduct confederate conference



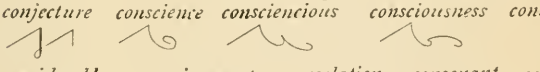
8 confiscate congenial congratulation congregation congress



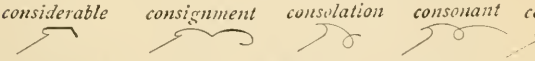
9 conjecture conscience conscientious consciousness consequence



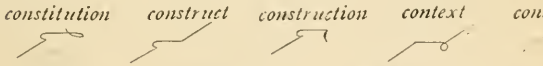
10 considerable consignment consolation consonant constituent



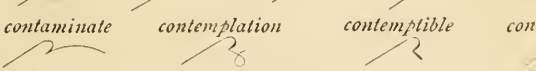
11 constitution construct construction context consumption



12 contaminate contemplation contemptible continuation

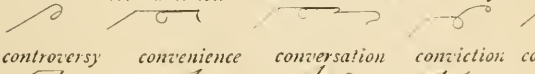


13 continue contradiction contradistinction contrary contribution



14 controversy convenience conversation conviction co-operation

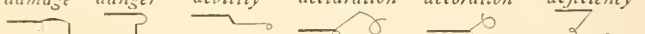
15 copyright corporation correct correction correspondence



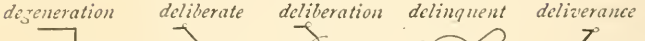
16 country corroboration counteract counterfeit creation credit

1 *criminal* *criticise* *cultivation* *culture* *custom* *customary*

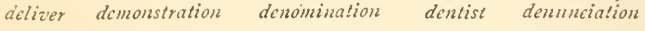
2 *damage* *danger* *debility* *declaration* *decoration* *deficiency*



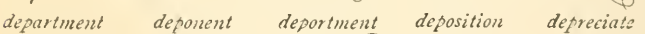
3 *degeneration* *deliberate* *deliberation* *delinquent* *deliverance*



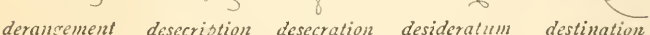
4 *deliver* *demonstration* *denomination* *dentist* *denunciation*



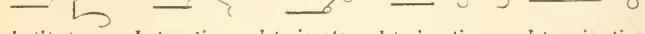
5 *department* *deponent* *deportment* *deposition* *depreciate*



6 *derangement* *desecription* *desecration* *desideratum* *destination*

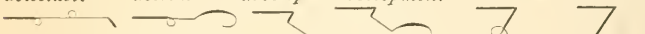


7 *destitute* *destruction* *deteriorate* *deterioration* *determination*

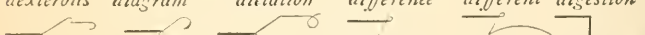


8 *detestable* *detriment* *develop* *development* *deviation* *devoted*

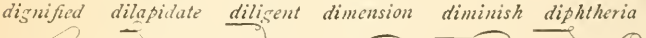
9 *dexterous* *diagram* *dictation* *difference* *different* *digestion*



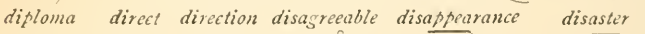
10 *dignified* *dilapidate* *diligent* *dimension* *diminish* *diphtheria*



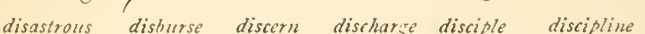
11 *diploma* *direct* *direction* *disagreeable* *disappearance* *disaster*



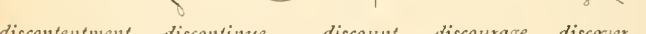
12 *disastrous* *disburse* *discern* *discharge* *disciple* *discipline*



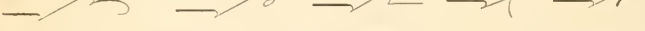
13 *discontentment* *discontinue* *discount* *discourage* *discover*



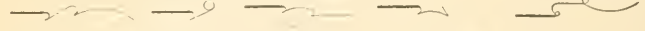
14 *discriminate* *disgrace* *dishonest* *dishonorable* *disinterested*



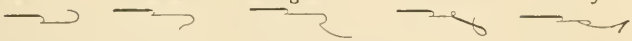
15 *dismissal* *disobedient* *dispensation* *disposition* *disqualify*



16 *disrespectful* *dissatisfaction* *dissimilar* *dissipation* *dissolve*

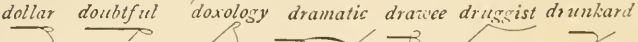


1 *distance* *distinction* *distinguish* *distribution* *distrustful*

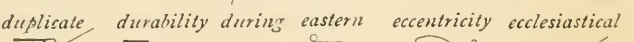


2 *disturbance* *diversify* *diversity* *divinity* *divorce* *dominion*

3 *dollar* *doubtful* *doxology* *dramatic* *drawee* *druggist* *drunkard*



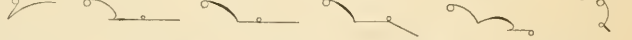
4 *duplicate* *durability* *during* *eastern* *eccentricity* *ecclesiastical*



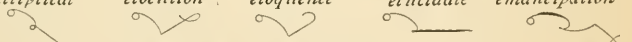
5 *ecclectic* *economical* *economy* *educate* *education* *efficient*

6 *effort* *elasticity* *electricity* *electrotype* *elementary* *eligible*

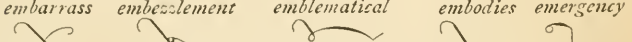
7 *elliptical* *elocution* *eloquence* *elucidate* *emancipation*



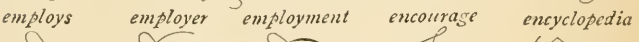
8 *embarrass* *embezzlement* *emblematical* *embodies* *emergency*



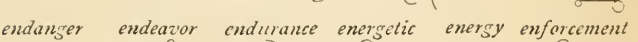
9 *employs* *employer* *employment* *encourage* *encyclopedia*



10 *endanger* *endeavor* *endurance* *energetic* *energy* *enforcement*

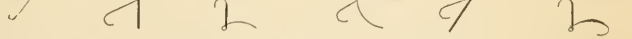


11 *enforce* *engage* *engineer* *English* *engrave* *enjoyment*

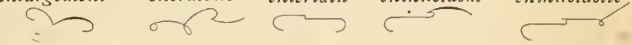


12 *enlargement* *enormous* *entertain* *enthusiasm* *enthusiastic*

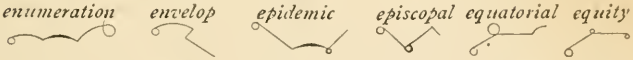
13 *enumeration* *envelop* *epidemic* *episcopal* *equatorial* *equity*



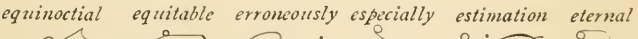
14 *equinoctial* *equitable* *erroneously* *especially* *estimation* *eternal*



15 *eternity* *etiquette* *evangelical* *evidence* *evolution* *excepting*

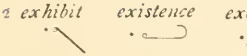


16 *exaggeration* *examination* *exceedingly* *excellent* *exceptionable*



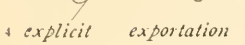
1 excessive exclamatory excruciating execution executive

2 exhibit existence exorbitant expect expedient expenditure



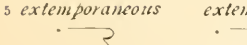
3 expensive experience experiment explanation exploration

4 explicit exportation exposition express expression exquisite

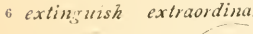


5 extemporaneous extemporary exterior extermination external

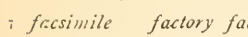
6 extinguish extraordinary extravagance extreme facilitate



7 facsimile factory faculty failure famous fashion fashionable



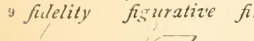
8 favor favorable fermentation ferocity fiction fictitious figure



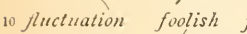
9 fidelity figurative financial fire-engine fireman flourish

10 fluctuation foolish forfeit formality fortunate foundation

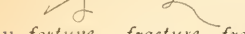
11 fortune fracture franchisement fraternal fraternity fulfill



12 fraudulent friendship frugality fundamental funeral furnish

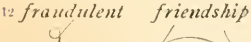


13 gazette generation generosity german germinate gesture

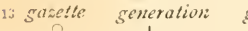


14 glorious gospel government gradnation grammar grocery

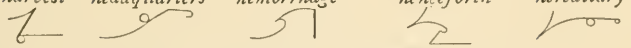
15 grammatical grand-jury guarantee guaranty guilty habit



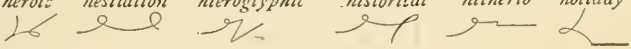
16 habitual halleujah handkerchief haphazard harmonize



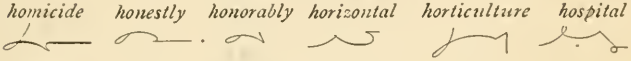
1 *harvest* *headquarters* *hemorrhage* *henceforth* *hereditary*



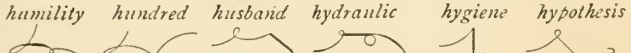
2 *heroic* *hesitation* *hieroglyphic* *historical* *hitherto* *holiday*



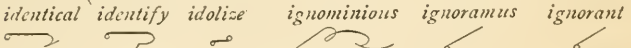
3 *homicide* *honestly* *honorably* *horizontal* *horticulture* *hospital*



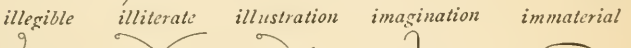
4 *humility* *hundred* *husband* *hydraulic* *hygiene* *hypothesis*



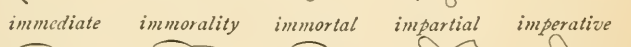
5 *identical* *identify* *idolize* *ignominious* *ignoramus* *ignorant*



6 *illegible* *illiterate* *illustration* *imagination* *immaterial*

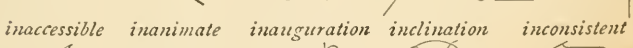


7 *immediate* *immorality* *immortal* *impartial* *imperative*

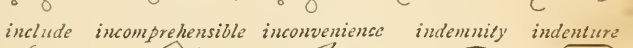


8 *importance* *impossible* *imprison* *improve* *inability* *inasmuch*

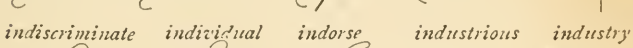
9 *inaccessible* *inanimate* *inauguration* *inclination* *inconsistent*



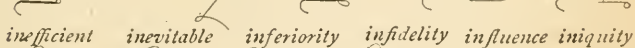
10 *include* *incomprehensible* *inconvenience* *indemnity* *indenture*



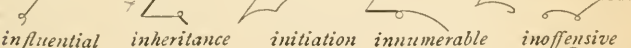
11 *indiscriminate* *individual* *indorse* *industrious* *industry*



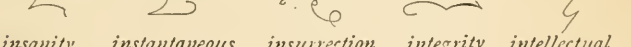
12 *inefficient* *inevitable* *inferiority* *infidelity* *influence* *iniquity*



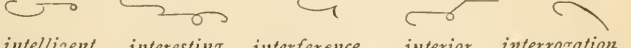
13 *influential* *inheritance* *initiation* *innumerable* *inoffensive*



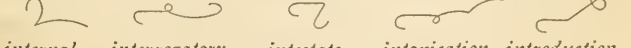
14 *insanity* *instantaneous* *insurrection* *integrity* *intellectual*



15 *intelligent* *interesting* *interference* *interior* *interrogation*

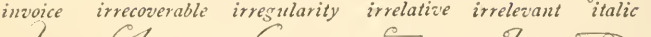


16 *internal* *interrogatory* *intestate* *intoxication* *introduction*

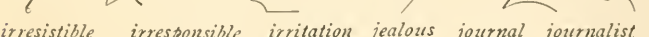


1 *introductory* *invention* *investigate* *invincible* *involuntary*

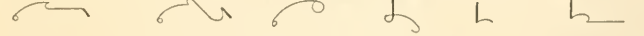
2 *invoice* *irrecoverable* *irregularity* *irrelative* *irrelevant* *italic*



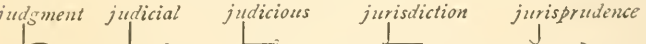
3 *irresistible* *irresponsible* *irritation* *jealous* *journal* *journalist*



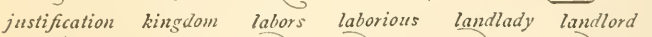
4 *judgment* *judicial* *judicious* *jurisdiction* *jurisprudence*



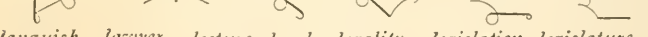
5 *justification* *kingdom* *labors* *laborious* *landlady* *landlord*



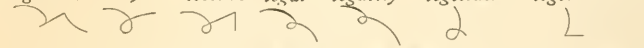
6 *languish* *lawyer* *lecture* *legal* *legality* *legislation* *legislature*



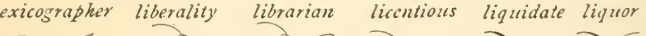
7 *lexicographer* *liberality* *librarian* *licentious* *liquidate* *liquor*



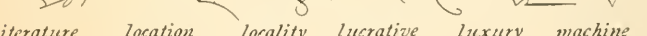
8 *literature* *location* *locality* *lucrative* *luxury* *machine*



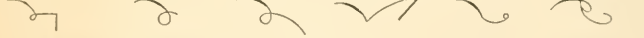
9 *magazine* *magnanimous* *magnetism* *magnificent* *magnify*



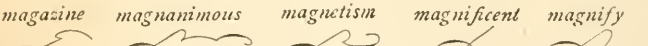
10 *majority* *manifestation* *manufacture* *marshall* *masculine*



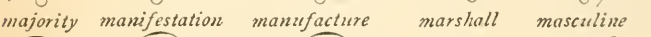
11 *masonic* *mathematics* *mature* *maximum* *meantime* *measure*



12 *mechanical* *medical* *medicinal* *medicine* *meditate* *memory*



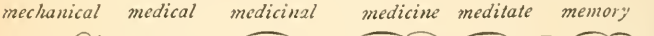
13 *memorandum* *mental* *mention* *mercantile* *merchandise*



14 *merchant* *meritorious* *mesmerism* *method* *methodical*

15 *methodist* *metropolis* *metropolitan* *millennium* *millionaire*

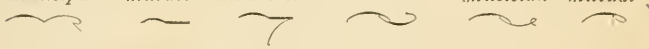
16 *million* *minister* *miscellaneous* *mischievous* *miserable*



1 *misrepresent* *missionary* *misunderstand* *modern* *money*

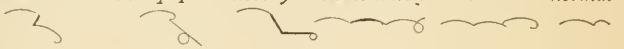
2 *misunderstood* *monopolize* *mother* *mountain* *movement*

3 *municipal* *murder* *murderer* *museum* *musician* *mutual*



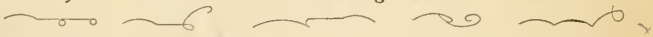
4 *mysterious* *naturalize* *neglect* *negligent* *negotiation* *neuralgia*

5 *nevertheless* *newspaper* *nobody* *nomination* *nonsense* *normal*

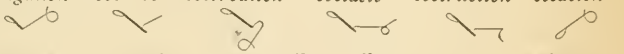


6 *north-east* *north-eastern* *north-west* *north-western* *notice*

7 *notoriety* *notorious* *notwithstanding* *nuisance* *numeration*

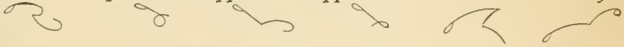


8 *obligation* *obscure* *observation* *obstacle* *obstruction* *occasion*



9 *occurrence* *offensive* *offer* *office* *officer* *official* *omnipotent*

10 *omniscient* *operation* *opponent* *opposition* *oratorical* *oratory*



11 *ordinary* *organization* *organize* *orthodox* *oxygen* *pamphlet*

12 *panorama* *parallel* *paralyze* *parentage* *parliamentary* *patriot*

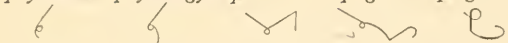
13 *participate* *partnership* *partriotism* *pecuniary* *penurious*

14 *peradventure* *percentage* *perennial* *permeate* *persecution*

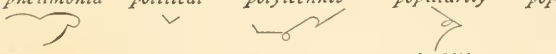
15 *personal* *perspicuity* *perspiration* *persuasion* *perusal*

16 *petitioner* *phenomenon* *philosopher* *phonography* *physical*

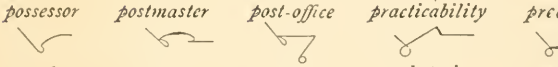
1 *physician* *physiology* *picture* *pilgrim* *plagiarism* *plausible*



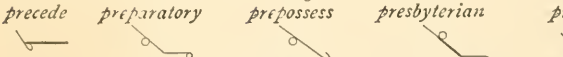
2 *pneumonia* *political* *polytechnic* *popularity* *population*



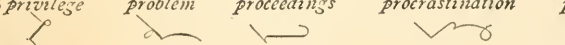
3 *possessor* *postmaster* *post-office* *practicability* *predecessor*



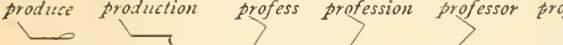
4 *precede* *preparatory* *prepossess* *presbyterian* *prescribe*



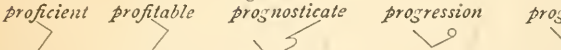
5 *privilege* *problem* *proceedings* *procrastination* *procure*



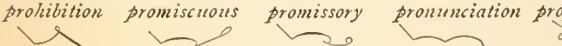
6 *produce* *production* *profess* *profession* *professor* *proficiency*



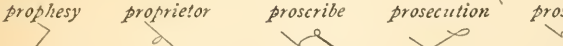
7 *proficient* *profitable* *prognosticate* *progression* *progressive*



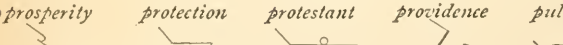
8 *prohibition* *promiscuous* *promissory* *pronunciation* *propensity*



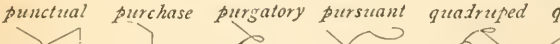
9 *prophesy* *proprietor* *proscribe* *prosecution* *prospective*



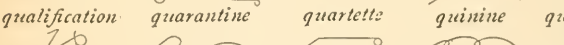
10 *prosperity* *protection* *protestant* *providence* *pulmonary*



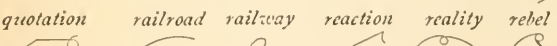
11 *punctual* *purchase* *purgatory* *pursuant* *quadruped* *quantity*



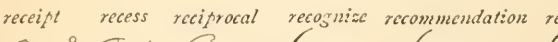
12 *qualification* *quarantine* *quartette* *quinine* *quitclaim*



13 *quotation* *railroad* *railway* *reaction* *reality* *rebel* *rebel*



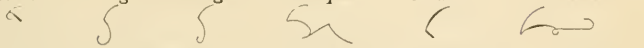
14 *receipt* *recess* *reciprocal* *recognize* *recommendation* *rectitude*



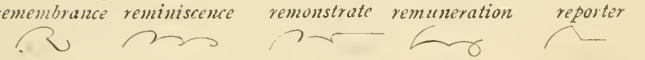
15 *reconnoiter* *reconsideration* *recreation* *reduction* *re-enforce*

16 *re-elect* *re-enforcement* *re-imbursement* *re-iterate* *relative*

1 reliable religion religious relinquish remarkable remittance

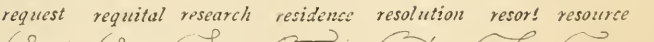


2 remembrance reminiscence remonstrate remuneration reporter

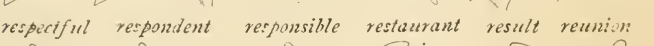


3 reorganization repentance reproduce republic republican

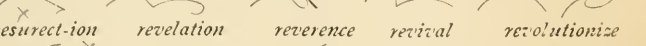
4 request requital research residence resolution resort resource



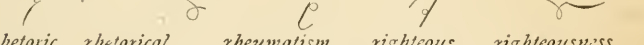
5 respectful respondent responsible restaurant result reunion



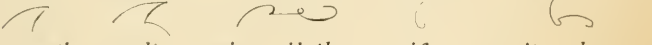
6 resurrect-ion revelation reverence revival revolutionize



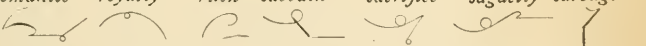
7 rhetoric rhetorical rheumatism righteous righteousness



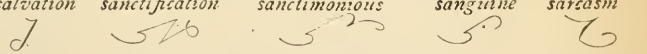
8 romantic royalty ruin sabbath sacrifice sagacity salvage



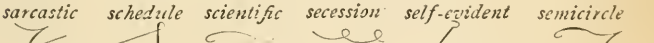
9 salvation sanctification sanctimonious sanguine sarcasm



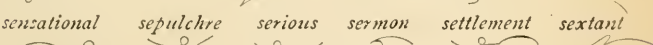
10 sarcastic schedule scientific secession self-evident semicircle



11 sensational sepulchre serious sermon settlement sextant

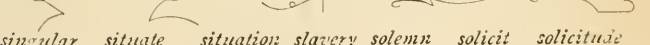


12 shipwreck short-hand signature simplicity simultaneous

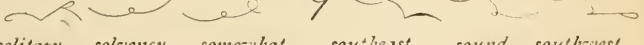


13 singular situate situation slavery solemn solicit solicitude

14 solitary solvency somewhat southeast sound southwest

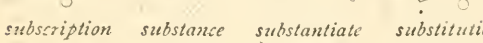


15 specification speculation standard stationary statistics



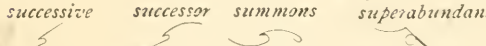
16 statue statute statutory stipulation stockholder subjection

1 *subjugation subjunctive sublimity subordinate subordination*

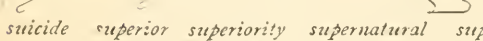


2 *subscription substance substantiate substitution succession*

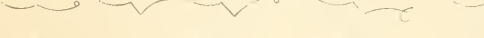
3 *successive successor summons superabundance superfluous*



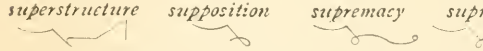
4 *suicide superior superiority supernatural supersede suppose*



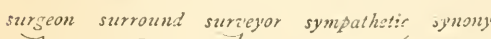
5 *superstructure supposition supremacy supreme susceptible*



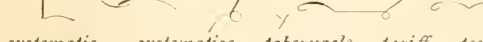
6 *surgeon surround surveyor sympathetic synonymous synopsis*



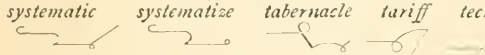
7 *systematic systematize tabernacle tariff technical telegram*



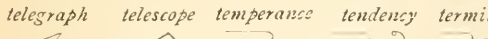
8 *telegraph telescope temperance tendency termination territory*



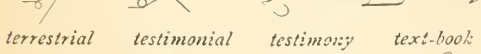
9 *terrestrial testimonial testimony text-book thanksgiving*



10 *theatrical theoretic theory thorough thousand to-morrow*

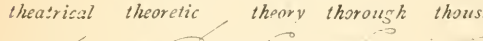


11 *thoughtlessness topographer tragedy transcend transcendent*



12 *transcribe transfiguration transformation transient transition*

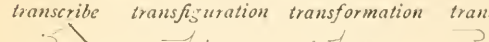
13 *trangression transitory translation transplant travel*



14 *transportation transposition treacherous treasurer tribunal*

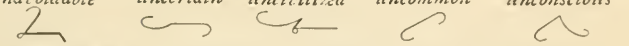
15 *tremendous trigonometry trinitarian triumph troublesome*

16 *tuition tyranical tyranny ultimate umpire unaccountable*

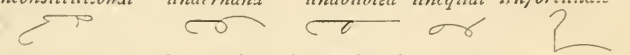


LAWSON
DALLAS TEX

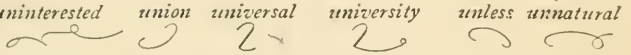
1 *unavoidable* *uncertain* *uncivilized* *uncommon* *unconscious*



2 *unconstitutional* *underhand* *undoubted* *unequal* *unfortunate*

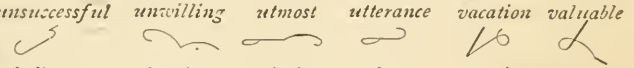


3 *uninterested* *union* *universal* *university* *unless* *unnatural*

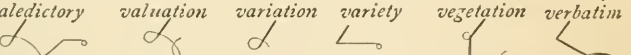


4 *unnecessary* *unqualified* *unrighteous* *unsatisfactory* *utility*

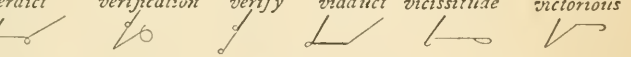
5 *unsuccessful* *unwilling* *utmost* *utterance* *vacation* *valuable*



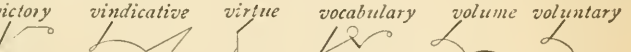
6 *valedictory* *valuation* *variation* *variety* *vegetation* *verbatim*



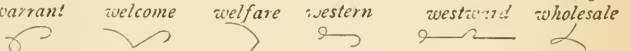
7 *verdict* *verification* *verify* *viaduct* *vicissitude* *victorious*



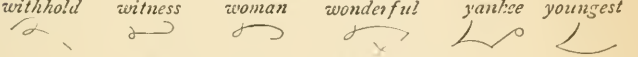
8 *victory* *vindicative* *virtue* *vocabulary* *volume* *voluntary*



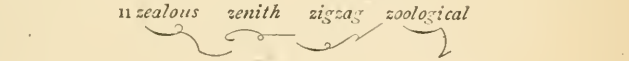
9 *warrant* *welcome* *welfare* *western* *westward* *wholesale*



10 *withhold* *witness* *woman* *wonderful* *yankee* *youngest*



11 *zealous* *zenith* *zigzag* *zoological*



REPORTING.

The New Standard System of Shorthand furnishes the stenographer with a rapid and legible system of writing, which is adapted to all the uses made of shorthand writing. In this system the learner is, therefore, not obliged to go through a further set of rules and methods of contracting in order to be able to report. He is already in possession of what will, by continued practice, serve him most faithfully in all fields of shorthand work.

The phrases and engraved shorthand matter which follows should be carefully studied and practiced, the student endeavoring to obtain therefrom as many practical ideas as possible. After these plates have been written several times the writer can then begin to practice for speed. Each plate should be written from dictation at least a half dozen times each day, and continued from day to day until they can be written easily and at a speed of from 100 to 150 words per minute.

The reporting of testimony in court is considerably different from all other kinds of stenographic work. While it is no more difficult than some other fields of reporting, there is much to learn besides the mere taking down of what is heard. Those who are fitting themselves for court reporting should attend court proceedings as often as possible and glean all the knowledge they can pertaining to the reporter's work.

at least

at last

at the time

at this time

at that time

act of Congress

act of Parliament

at all events

by the way

by no means

by any means

coming and going

Chamber of Commerce

further than

for instance

hither and thither

here and there

House of Representatives

House of Parliament

house and lot

in a few days

in the first place

in the second place

in order to

I do not know

I do not think

it is very difficult

in such manner

it is necessary

it will be remembered

in some cases

Ladies and Gentlemen

Mister President

on the contrary

on the one hand

on the other hand

once in a while

party of the first part

party of the second part

Young men and women

as a matter of fact

by the court

county court

counsel for the defendant

counsel for the plaintiff

cross examination

do you recollect

do you remember

direct examination

Grand Jury

Habeas Corpus

how long have you been

I can not remember

I do not remember

I have not been

I will not be

learned counsel

objection sustained

objection overruled

prisoner at the bar

redirect examination

Superior Court

what is your business

what is your occupation

your Honor

verdict of the jury

THEOLOGICAL PHRASES.

Almighty God

Christ Jesus

Holy Ghost

Holy Spirit

Jesus Christ

kingdom of heaven

kingdom of God

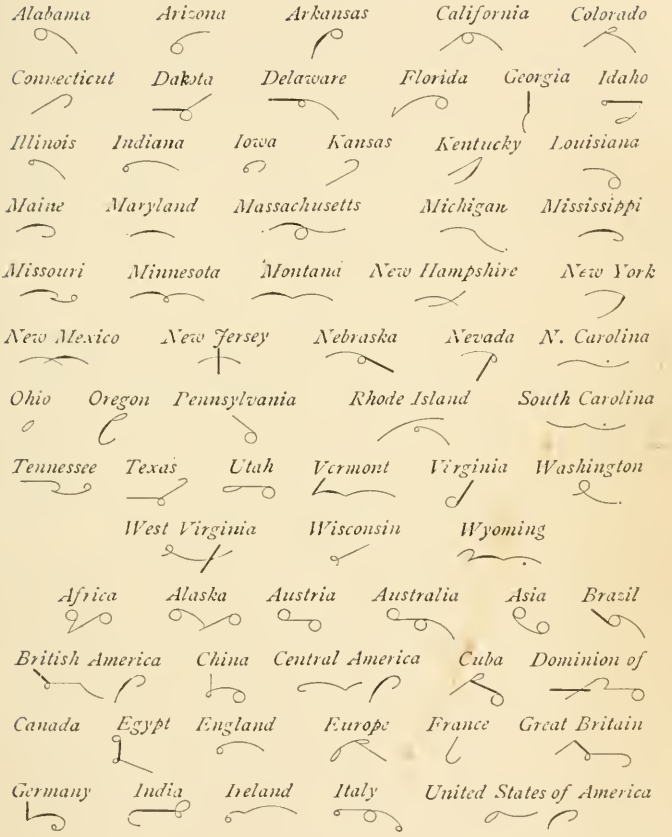
Lord and Savior

resurrection of the body

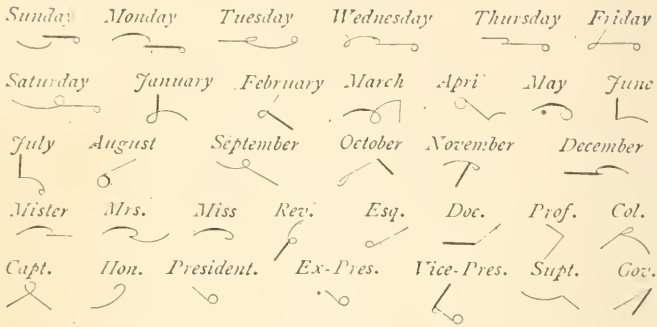
Roman Catholic Church

Savior of the world

Son of man


Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Dakota
Delaware
Florida
Georgia
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Mississippi
Missouri
Minnesota
Montana
New Hampshire
New York
New Mexico
New Jersey
Nebraska
Nevada
N. Carolina
Ohio
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming
Africa
Alaska
Austria
Australia
Asia
Brazil
British America
China
Central America
Cuba
Dominion of
Canada
Egypt
England
Europe
France
Great Britain
Germany
India
Ireland
Italy
United States of America

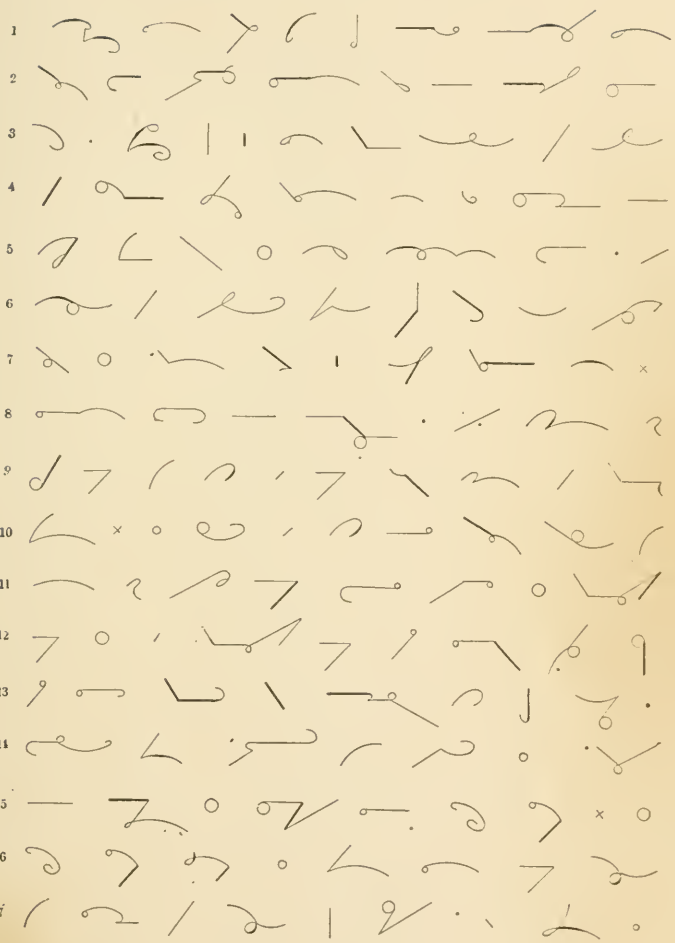
DAYS, MONTHS AND TITLES.



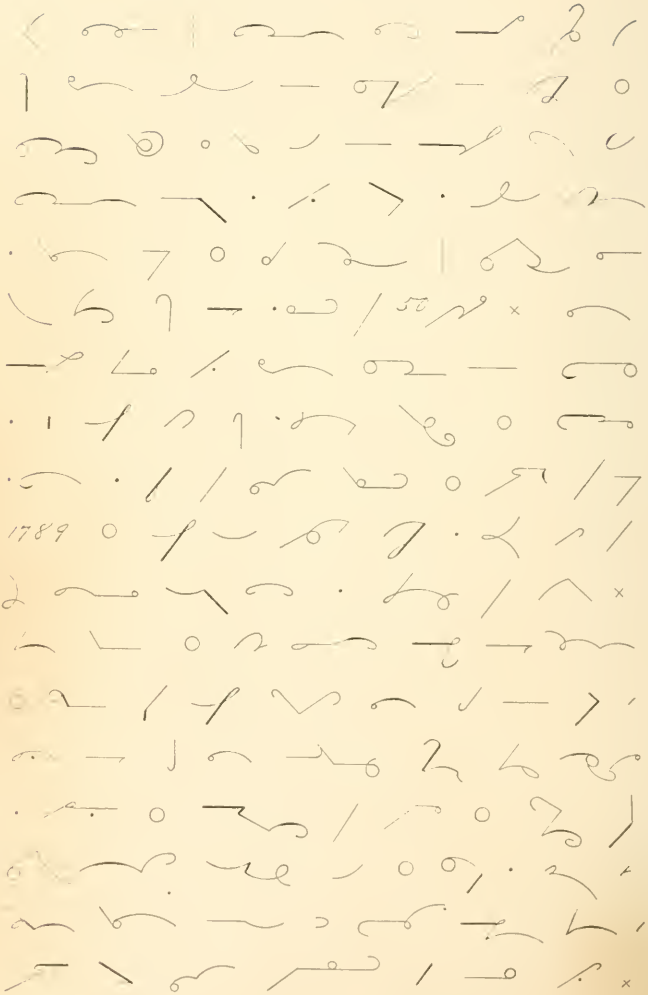
When titles of organizations occur in which there are two or more names, as American Bible Association, Y. M. C. A., L. E. & W. R. R., the best rule to follow in writing them is to simply write the initial letters. This will be following the printer's rule of abbreviating such expressions, and to show that the several initial letters are a part of a proper name, a slur can be struck immediately above so as to embrace the entire combination. In rapid writing the mind always seeks to outline new words and expressions by the use of simple and fundamental principles, and unless some general rule is followed in the writing of such names the reporter is put to a great disadvantage in keeping up when they occur in rapid dictation. The writing of initial letters is the only universal rule that can be followed, and as vowels can be as readily written as consonants there is the same legibility obtained as in the case of a printed or longhand abbreviation.

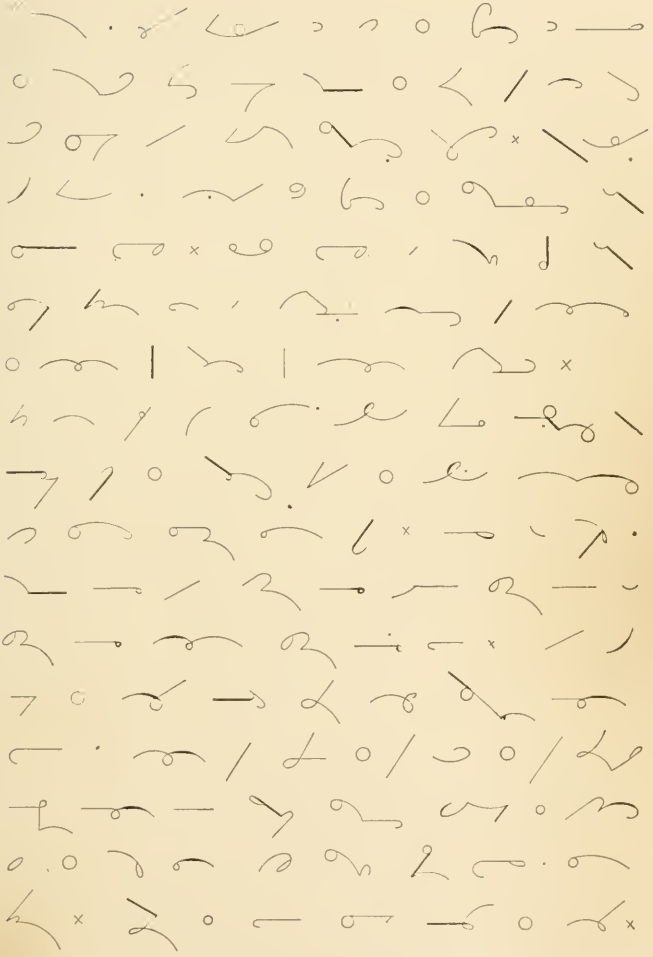
The intelligent reporter will, of course, in reporting conventions and proceedings of all kinds where technical expressions are used over and over, extemporize brief outlines for their representation.

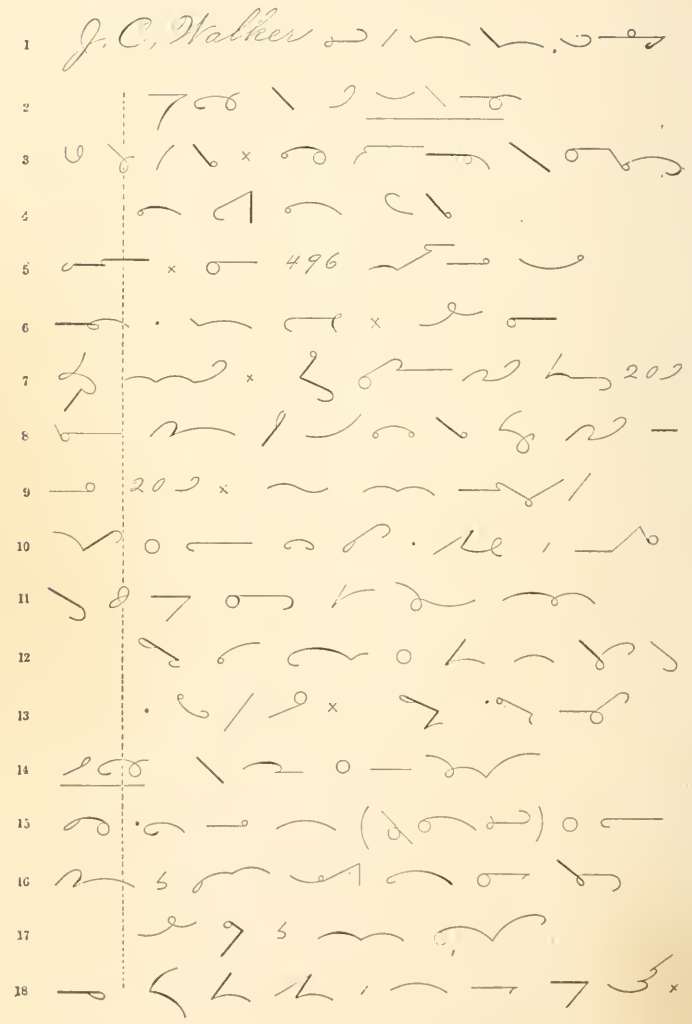
Before the House of Representatives.



Before the House of Representatives.






J. C. Walker
496
20

FINAL SUGGESTIONS.

Now that the student has gone over everything given in the text-book, he should at this point consider the advisability of reviewing the work. If, upon reflection, it is found that a review is needed, then the review lessons which follow should be carefully gone over. In fact, no student should be content to pass by these lessons entirely, as they afford a most excellent drill which cannot be gotten in any other way.

You will necessarily meet some new words in these lessons and must rely upon your own ability to outline them in the most approved manner. The sooner you learn to outline new words quickly the sooner you will be ready for practice on miscellaneous work. The best and most experienced writers will occasionally run across new words, which must be outlined on the spur of the moment. The principles of this system are so universal in their application that the thoughtful student will have little or no difficulty in outlining the most uncommon words. You have doubtless already learned that the shortest outline for a word is not always the best. There are three points that should be remembered in the outlining of every word : *Legibility*, *simplicity* and *analogy*. In outlining new words you should always keep these three principles in mind, and then adopt the best form after testing it in accordance with these three points. *Legibility* should always be considered first, for without this the writing is of no value whatever. *Simplicity* of outline should be considered second, striving to secure forms that will not become distorted when subjected to high speed. The preserving of *analogy* should be taken into consideration last. Although this is a very important point, the others must take precedence, as the easy preserving of *analogy* depends mostly upon the construction

of the system ; and in New Standard Shorthand it is, as a rule, secured without special effort.

When you begin practice for speed on unfamiliar matter you will frequently find yourself hesitating on some new word, and by concentrating the mind upon outlining it, you will very likely lose the remaining part of the sentence. This is something you must guard against. Never lose a sentence or any part of one, simply because one word is unfamiliar and difficult to outline. Better, a hundred times, omit the word without attempting to outline it, than to lose a sentence. If everything excepting that one word is written, you will find that nine times out of ten you can supply the word when making the transcript. Especially is this true if you understand the subject upon which you are writing, and this every *successful* stenographer is able to do.

Another thing you must not do is, to repeat words or sentences to yourself when writing. Many get into the habit when learning shorthand of pronouncing words and sentences (especially when the word is difficult to outline), to themselves in a whispered tone. This habit is very detrimental to speed, and, of course, must be broken up entirely before you are in a way to progress rapidly and satisfactorily.

There is one subject of great importance of which we have not yet spoken, and that is *rapid thinking*. To be able to write shorthand at a high rate of speed one must be master of more than one art ; he must be able to think at a rate of at least 150 words per minute, and at the same time trace the outlines with an equal degree of rapidity. But this is not all. He must understand what he is writing about. A stenographer is not a successful writer of shorthand unless he fully comprehends the meaning of the words that are being rapidly traced in outlines. A mere machine stenographer can never make a

success of shorthand writing; and unless one has a fair English education he must resolve to acquire it as he pursues the study of shorthand, or else he need not expect to make a success of the art.

In order to reach much proficiency in the art of shorthand writing it is necessary to practice a great amount from dictation. After you have completed everything in the text-book in a thorough manner you should begin to practice on outside matter.

Further reading matter correctly outlined for practice will be found in carefully graded lessons on various interesting and practical topics in the New Standard Shorthand Reader, and also in McKee's Shorthand Magazine.

COURSE OF LESSONS FOR REVIEW PRACTICE,

Containing a carefully graded course of practical matter arranged in the same order as the instructions which have preceded, and carried to such an extent as will furnish the learner with a sufficient amount of practice as to enable him to become thoroughly proficient in the use of the system.

NOTE. — In practicing the following review lessons the student should strive to increase his speed in writing at each lesson. Rapid writing comes from perfect familiarity with correct outlines for words, and the student should first be able to write every word in a lesson without a moment's hesitation, and then he is ready to practice for speed.

REVIEW LESSONS.

LESSON 1.

ALPHABETIC COMBINATIONS.

At, add, ape, ail, aim, age, ash, back, beg, boy, ball, bank, bath, badge, beech, cake, cook, call, care, catch, cheek, chief, chill, coal, cow, cup, cash, dash, dare, day, deep, deck, die, ditch, dodge, due, each, eat, ease, ear, ebb, fall, faith, few, fife, five, fool, gig, gale, goal, hack, hatch, high, home, house, how, hung, hush, if, in, eyes, itch, aisle, join, joy, John, Jane, jail, keep, knife, kill, laugh, law, line, lame, low, lack, leap, liar, mail, make, map, match, mile, mob, mayor, name, new, nice, ninth, on, out, oak, oath, own, pain, pole, patch, peach, pipe, pinch, pope, pouch, pair, push, quick, quack, queer, quoth, quell, reap, rope, rob, rose, rough, row, rush, royal, sage, saw, sick, sooth, size, sash, take, teach, toil, tooth, top, touch, type, us, up, view, wait, wake, walk, war, watch, wave, weak, web, wedge, weep, weight, when, whip, white, who, whom, wing.

LESSON 2.

ALPHABETIC COMBINATIONS.

Ida, Nellie, Mary, Eva, Philip, lady, shady, easy, any, folly, sorry, tarry, happy, narrow, borrow, sorrow, pillow, tallow, laying, playing, winning, warning, willing, evening, awning, watching, chopping, wedding, fishing, morning, keeping, pushing, meaning, lining, burning, shipping, airing, ailing, dealing, calling, waiting, loving, sheath, wreath, hath, wrath, teeth, fifth, eighth, depth, youth, myth, dash, rash, sash, wash, dish, parish, Irish, marsh, hush, mica, pica, idea, data, coach, bench, pinch, match, patch, ditch, ado, tatto, ditto, motto, kitchen, happen, often, even, oven, attic, arrow, avail.

LESSON 3.

THE HOOKS.

Scare, scarce, scheme, school, sky, slack, sleep, sling, slow, sluggish, small, smile, snap, snare, sneak, snow, spare, sparrow, speaks, speech, spill, squall, square, squeaks, squire, stacks, stage, stairs, stall, stick, steals, steam, steps, stitch, stop, stores, storm, keeps, calls, games, term, adorn, realm, alarm, shorn, barn, burn, corn, chicken, bitten, warm, warn, widen, women, thorn, endorse, endow, engine, ensue, entail, index, injury, inquire, intense, invade, involve, imbue, immense, impair, impale, impeach, impure, tears, doors, mixes, makes, six, lines, cares, kicks, checks, chips, chills, pains, pails, bills, pairs, peaches, catches, teaches, worse, wits whines, watches, weeps, walks, homes.

LESSON 4.

CONTRACTED WORDS AND SENTENCES.

I, a, you, the, that, is, as, we, why, to, do, thing, no, my, so, was, public, be, which, judge, wish, will, are, or, go, question, of, have, he, young.

When may I go and see the new school-house? You may go when you have nothing else to do. Are you sure that we will be too late? Do you know that is so? I wish you to be the judge of that question. He was to do that. I will go to the public school in the fall. Which will you have? The young men will see to that. You are too young to think of doing that. How do you know that? When will you see them? I know he will do it. Do you go to school now? How do you know that he will do as the public wish?

LESSON 5.

THE HALVING PRINCIPLE.

Trade, trail, trap, treaty, trench, trick, troops, drag, drain, drawer, dread, dream, drive, dry, prayer, preacher, prepare, pretty, prime, prior, prop, brain, brave, break, breath, bride, broker, brush, crack, cream, crumb, Greek, green, grain, frail, free, fresh, robber, trader, better, rider, elder, gender, wafer, offer, ever, eager, ledger, stagger, finger, linger, pitcher, butcher, voucher, feather, leather, weather, father, gather, rather, neither, higher, maker, other, speaker, quaker, cracker, toiler, seller, teller, steamer, paper, leaper, keeper, wrapper, copper, water, winter, latter, letter, matter, fever, lever, driver, hire, near, sir, learn.

LESSON 6.

THE LENGTHENING PRINCIPLE.

Act, ticket, talked, walked, old, apt, east, end, art, malt, guild, built, slant, quaint, want, bent, rent, intent, joint, point, print, start, quart, short, sport, least, last, cost, custom, wild, cold, scold, fold, hold, land, grand, spend, kind, attend, mind, wind, bound, sound, board, guard, third, sword, attract, advent, agent, offered, opened.

"And God said let there be light and there was light, and God saw that it was good." He said he thought the boy could write and read, but I do not think so.

NOTE.—The following words can be written by lengthening the first character and placing the vowel at the end of the stroke:

Head, dead, lead, bed, red, caught, rate, late, neat, seat, load, road, coat, suit, paid.

LESSON 7.

MINUTING PRINCIPLE.

Plant, plea, plate, plead, pledge, plenty, blank, black, blemish, blind, claim, claw, clear, climb, flesh, typical, critical, optical, vocal, able, agreeable, fable, liable, table, suitable, stable, taxable, feeble, bible, credible, marble, double, miracle, oracle, flexible, scramble, humble, noble, fiddle, middle, idle, rifle, trifle, eagle, equal, giggle, speckle, ankle, cripple, staple, couple, title, settle, travel, level, bevel, civil, anvil, devil, faithful, skillful, youthful, joyful.

NOTE.—In the following words the vowel should be written in a pendant manner, as the tick strokes are too short to admit of turning the loops in the usual way:

Plough, plume, blue, clue, clock, cloud, club, flew, bubble.

LESSON 8.

REVERSING PRINCIPLE.

Gas, pass, days, this, those, thus, thousand, dozen, present, pleasant, chosen, frozen, blossom, case, cask, fast, taste, desk, task, bask, physical, post, cheese, boys, toys, joys, classical, visible, stays, splice, ask, aspire, esquire, ascribe, escape, wisp, wasp, whiskers, esteem, easter, oyster, instead, institute, instance, inspire, inscribe, instill, happens, opens, mittens, suspend, suspect, suspense, suspicious, sustain, system, systems, sister, basis, passes, chooses, faces, prices, access, abscess, ellipses, taxes, mixes, deeds, thoughts, coats.

LESSON 9.

SUBORDINATE RULES.

College, privilege, indulge, allege, knowledge, legible, legion, legitimate, lodgment, illegible, apology, register, regiment, origin, original, arch, collect, elect, electricity, election, elector, record, liquor, like, regulate, recollect, recognized, organized, nation, fascination, information, estimation, oration, vibration, fashion, desolation, violation, speculation, declaration, regulation, station, agitation, evolution, involution, edition, tuition, emotion, ambition, imposition, tradition, auction, option, intention, attention, invention, prevention, attraction, dictionary, stationary, missionary, visionary, exact, examine, exceed, excel, except, exchange, exclaim, excruciating, excuse, executor.

exempt, exercise, exhaust, exhibition, exigency, existence, expect, expedient, experience, explain, export, expression, extemporaneous, exterior, extinguish, extraordinary, extravagance.

NOTE.—Words beginning with *inex* and *unex* should be written by omitting the *x* dot and writing the syllable *in* or *un* in place of the dot. The pen is lifted after writing the *in* or *un* syllable and the latter part of the word written the same as though the *x* dot had been used.

Inexact, inexhaustible, unexpected, inexperienced, inexpensive.

LESSON 10.

CONTRACTED OUTLINES.

There, during, great, proper, judge, brought, for, very, more, nor, swore, large, hear, gentlemen, shall, rule, did, said, not, to-do, might, could, right, let, but, put, should, with, would, what, Jesus, cases, possess, process, then, time, been, can, come, general, run, long, shown, him, soon, some, man, bring, sworn, crime, course, force, purpose, does, most, less, race, best, secure, spirit, strength, second, stand, such.

During all that time he did not write to me. What course do you think is best for bringing the people to church? He said he would come very soon, but it is now long past church time. That will be the proper time to see him, of course. Now is the time for all good people to secure strength and take a stand against the mighty liquor traffic.

LESSON 11.

INITIAL SYLLABLES.

Because, before, befall, being, begin, belong, besides, betray, debase, decision, deface, depose, defend, defensive, deform, degeneration, delay, deliberate, deliver, delight, determine, deteriorate, detract, receive, reciprocal, reciprocity, recuperate, regard, regret, reconnoiter, repentance, replevin, reporter, reproach, resort.

NOTE.—In the following words beginning with *com* and *con*, the syllables *con* and *com* should be written out by use of the *k* stroke and *n* hook.

Command, commander, commemorate, comment, commerce, commercial, commission, conclusion, concordance, conglomeration, congratulate, congregation, congress, conquer, conquest, consecration, consecutive.

Certificate, ceremony, surface, surname, surpass, surprise, surround, survive, surveyor, permission, produce, profession, project, propel, protract, protest, provision.

LESSON 12.

INITIAL SYLLABLES.

Disagreeable, disappoint, disorder, disaster, disburse, discern, disciple, discipline, discompose, discontinue, discourage, discrepancy, discriminate, disfigure, dishonest, dishonor, dislike, disobedience, disposal, dispute, disregard, disrespectful, dissipation, dissolve, dissyllable, distinction, distinguish, distribute, misapprehension, miscalculation.

mischievous, misconstrue, miserable, misfortune, misinform, mispronounce, misrepresent, mistrust, misunderstood, self-conceit, self-esteem, selfish, itself, himself, yourself, myself, herself, themselves, ourselves, seminary, senatorial, sensible, sensual, sentence, sentiment, sentimental, sincere, singing, singular, summary, summons, sundries, somebody, somehow, something, sometimes, transact, transcend, transcribe, transfer, transfiguration, transformation, transgression, transitory, transparent, transportation.

NOTE.—When the syllable *dis* is followed by the *n* or *m* hook, as in *disengage*, the syllable *dis* should be written out in full, that is by reversing the *i* on the *d* stroke.

Disengage, disinterested, disembodied, disintegration, disinfect, disinherit, disembark.

LESSON 13.

FINAL SYLLABLES.

Adage, manage, marriage, average, message, cottage, image, usage, storage, carriage, mucilage, patronage, baggage, village, homage, visage, postage, voyage, recede, proceed, proceedings, decide, consider, besides, desist, consist, resist, persist, assist, deserve, observe, conservative, subserve, preserve, reserve, preservation, afflict, conflict, autograph, lithograph, photograph, paragraph, stenographer, geology, theology, phraseology, physiology, phrenology, biology, etymology, doxology, apology, theological, chronological, preparatory, observatory, transitory, purgatory, laboratory, victory, repository, depository, territory, childhood, manhood, falsehood, brotherhood, sisterhood, boyhood, girlhood, neighborhood.

LESSON 14.

CONSONANT OUTLINES.

Assist, among, amount, balance, became, begin, behind, beyond, belief, believe, between, both, brother, book, carpenter, chance, character, child, correspond, clerk, criminal, culture, danger, direct, develop, disease, duty, dwell, expense, experience, flower, fact, farther, find, first, fire, frequent, friend, from, future, give-gave, govern, health, help, half, hope, heard-hard, loss, life, live, Lord, mark, modern, material, moral, member, move, much, murder, never, nevertheless, north, notes, number, one, part, person, policy, power, plural-ity, political, possible, principle, profit, provide, qualify, quarter, reason, race, receive, remember, result, spoke, secretary, sell, slavery, student, study, sudden, success, thank, together, word, worth, work, world.

NOTE.—The following words can also be best represented by their consonant outlines:

Birth, bound, correct, flame, guilt-y, lost, plan-plain.

LESSON 15.

WORDS OF FREQUENT OCCURRENCE AND PHRASE WRITING.

Act, acts, active, ask, any, all, again, against, age, before, because, being, better, case, cases, careful, certain, death, doubt, even, ever, effort, earth, entirely, fast, follow, enter, found, happiness, honest, home, human, how, who, house, horse, in, if, last, least,

letter, little, love, land, man, men, neither, name, nature, natural, next, offer, officer, over, open, on, out, pass, please, price, quick, quit, write, read, scholar, speak, true, tell, teller, through, thought, them, us, up, upon, value, west, when, youth, yes, yesterday.

That is not true at the present time. We will not be able to help you at present. I do not think they are to be there. It seems to me that in many cases that would not be true. What is your opinion of the matter by this time? It has been some time since we were there. Do you know the defendant in this action? Yes, sir, I met him some years ago. I believe we shall in the course of time be able to comply with your request.

LESSON 16.

FORMATION OF OUTLINES AND DERIVATIVE WORDS.

Actual, habitual, congratulate, intellect, perpetual, perpetrate, suasion, betwixt, assignee, susceptible, behave, behalf, perhaps, exhibit, took, stock, doctor, know, stop, drying, drink, paying, pang, almost, already, almighty, although, altogether, also, always, forbear, foreclose, forget, forenoon, former, foresee, forethought, forgive, forgot, formation, foretell, forwarded, hereto, hereby, hereon, hereafter, herein, heretofore, herewith, hereupon, hereinto, hereat, outcome, outrage, outbreak, outfit, outgrown, outlook, outnumber, outset, outer, outstanding, outstretch, outwork, outward, overhead, overrule, overland, overlook, overpower, overtake, whereby, wherefor, whereon, whereof, whereto, wherewith, wherever, withdrawn, withheld, withhold, without, withstood, thereby, therefore, thereat, thereafter, therein, thereon, thereto, thereupon, therewith, whatever, whichever, whosoever, whatsoever, wheresoever, whichsoever.

LESSON 17.

SIMILAR WORDS DISTINGUISHED.

Arms, armies, another, author, county, country, corporal, corporeal, defense, defiance, dead, death, differ, defer, diseased, deceased, dozen, thousand, emigration, immigration, further, farther, flee, fly, forget, forgot, favored, favorite, fire-fear, fair-far, fight, fit, genteel, gentle, genius, genuine, guaranty, guarantee, however, whoever, human, humane, herein, hereon, indebted, indicted, ingenuous, ingenious, into, unto, little, letter, man, men, patron, pattern, proscribe, prescribe, poor, pure, quit-quite, quiet, read, write, sent, send, true-truth, through, this, these, yourself, yourselves, unavoidable, inevitable, veracity, voracity, youth, out.

LESSON 18.

SHORTHAND NOTATION.

Three hundred, nine hundred, forty-three hundred, seven thousand, ten thousand, four hundred thousand, one hundred thousand, four million, three million, five hundred thousand, ten dollars, three hundred dollars, four million dollars, one hundred thousand dollars, twenty-five hundred dollars, two years, three months, four weeks, ten days, twelve hours, thirty minutes, forty seconds, four pounds, three shillings, six pence, seventy bu. at ninety cents per bushel, eight per cent per annum, four miles, six feet, eight inches, nine times out of ten, ninety-nine times out of a hundred, three or four, four or five, six or seven, three by four, four by six, four and a half by six feet, six feet four inches by four feet two inches.

LESSON 19.

REPORTING CONTRACTIONS.

About, according, advantage, advertise, appropriate, after, accomplish, another, business, capable, convenient-convenience, christian-christianity, circumstances, chapter, common, commence, defendant, establish, familiar-familiarity, glory, hand, ignorant, language, magnificent-magnificence, necessary, necessity, object, notwithstanding, order-ordinary, opportunity, propose, particular, peculiar, period, represent, people, plaintiff, revolution, perpendicular-perpendicularity, revelation, suggest, sufficient, scripture, signify-significant, superintend-superintendent, whether, king, kingdom.

He is perfectly familiar with the peculiar circumstances, notwithstanding the disadvantage he is put to through their ignorance of the scriptures.

The revolution was a reveiation to the Christian people of the kingdom.

They propose to establish a business which shall represent the best interests of the people, but whether they will succeed or not cannot at this period be ascertained.

The defendant will object to the advantage taken by the plaintift.

LESSON 20.

DICTATION EXERCISE.

THE WANT OF THE AGE.

"It has been truly said that the great want of the age is men. Men of thought; men of action. Men who are not for sale. Men who are honest to the heart's core. Men who will condemn wrong in friend or foe in themselves as well as others. Men whose consciences are as steady as the needle to the pole. Men who will stand for right if the heavens totter and the earth reels. Men who can tell the truth and look the world and the devil right in the eye. Men who can have courage without whistling for it, and joy without shouting to bring it. Men through whom the current of everlasting life runs still and deep and strong. Men too large for certain limits, and too strong for sectarian bands. Men who know their message and tell it. Men who know their place and fill it. Men who mind their own business. Men who will not lie. Men who are not too lazy to work, nor too proud to be poor. When in the office, the workshop, the counting-room, the bank, in every place of trust and responsibility, we can have such men as these, we shall have a Christian civilization—the highest and best the world ever saw."

LESSON 21.

REPORTING PHRASES.

At least, at last, at the time, at this time, at that time, at all events, by the way, by no means, further than, for instance, here and there, House of Representatives, in a few days, in the first place, in the second place, in order to, I do not know, I do not think, in such manner, it is necessary, it will be remembered, in some cases, Ladies and Gentlemen, Mr. President, on the contrary, on the one hand, on the other hand, once in a while, party of the first part, party of the

second part, young men and women, as a matter of fact, by the court, county court, counsel for the defendant, counsel for the plaintiff, cross examination, do you recollect, do you remember, direct examination, grand jury, habeas corpus, how long have you been, I cannot remember, I do not remember, I have not been, I will not be, learned counsel, objection sustained, objection overruled, prisoner at the bar, re-direct examination, Superior Court, what is your business, what is your occupation, your Honor, verdict of the jury.

THEOLOGICAL PHRASES.

Almighty God, Christ Jesus, Holy Ghost, Jesus Christ, kingdom of heaven, kingdom of God, Lord and Savior, resurrection of the body, Roman Catholic Church, Savior of the world, Son of God.

LESSON 22.

COMMERCIAL EXPRESSIONS.

In reply to your favor of the 10th instant, we beg to state.

We are just in receipt of your favor enclosing draft for $16.

Your esteemed favor of the 4th instant was received to day.

In answer to yours of the 15th instant we desire to say.

Your esteemed favor of the 7th is at hand and contents noted.

Your favor of the 16th is at hand with prices and terms, which we find entirely satisfactory.

We beg leave to introduce to you the bearer of this letter, Mr. Thomas Neland.

Hoping to hear from you by return mail, we remain.

We ship you to-day per Am. Ex. Co the goods ordered on the 10th.

Please acknowledge receipt of goods by return mail and oblige.

Hoping that these terms will be satisfactory, we are, Very truly yours.

You will greatly oblige us by giving this your prompt attention.

We regret very much that we are unable to execute your order of the 19th.

Trusting that we may be favored with your orders, we remain.

We are sorry to say that it is wholly out of our power to fill your order.

LESSON 23.

BUSINESS LETTER.

DEAR SIR.

Yours of the 6th instant, asking what the chances are for obtaining employment in the railroad business in this city, is just at hand.

I am sorry to say that I am not able to speak very encouragingly on the subject. There are no railroads here of any importance outside of those operated by this company. Our offices are fully supplied with all the clerks we shall probably want this season, as we are now doing about our heaviest business.

If you were here it is possible you might be able to get something to do. but I would not advise you to take chances. You speak of being the chief clerk in the office where you are now located, and I should suppose that your present position is very much better than you could hope to secure at once out here. Any help which may possibly be taken on this fall will, no doubt, be merely temporary, and of course you want nothing of that kind.

I frequently receive just such letters as yours, and to all I say candidly that if any person has a good position in the East he had better hold on to it.

Yours respectfully,

LESSON 24.

BUSINESS LETTER.

DEAR SIR.

We herewith enclose you a list of discounts and net prices, which we are prepared to allow you at the present time for your orders.

It is perhaps unnecessary for us to mention that we are prepared to handle this trade in the most satisfactory manner, and to offer goods at the very lowest prices consistent with uniformity and reliability in every particular.

We are desirous of securing your business, and would highly appreciate an opportunity to figure with you on special orders. We will bring to bear every facility we enjoy to name to you discounts at least a shade lower than you can get elsewhere. If you would like samples, a member of our firm will call upon you with them, and fully explain the merits of our goods.

A call here at our store will convince you of our ability to handle your orders promptly, and supply you with goods that cannot fail to render entire satisfaction. Anticipating a conference with you at an early date, we are,

Very truly yours.

LESSON 25.

REASONS OF FAILURE.

"I would name, first, a lack of special preparation on the part of young men for a special occupation or profession. Most boys get a fair general education, and when that is done, take hold of the thing which promises the most immediate return for their labor, not stopping to look forward to the end, or to consult their adaptability to the business or profession. Some look only to see what standing it will give them in society; others consider if it will enable them to dress in fine clothing and make a good appearance.

"Next stands the mistake of young men in being in too much of a hurry to spend money as fast as others, a desire to be considered in better circumstances than they really are, and a pressure to get ahead faster than they learn their business. In this way one often climbs a ladder before the foundation is made secure; and afterwards, when he has to take the responsibility, does not know all his business, and has to entrust a part of it to others, and does not know whether they are doing it right or not. By and by, when he thinks he is safe and beyond danger, the foundation corner, which he trusted to some one else, has given way, and he is overthrown. He needs to know his whole business, so that he can tell when it is done right.

"Another great mistake is, that when a young man sees his name on a sign, he is apt to think that his fortune is made, and so begins to spend money as if he had already got beyond any chance of failure. Another common mistake is, that men, old as well as young, are too ready to use their credit, not realizing that the goods bought on credit are not theirs, and that a pay-day is coming. When they find their notes coming due, and have not the money to pay them, they are tempted to sell goods without a profit, for the sake of getting the money, or a note which they can turn into money. Just the moment a man is obliged to do that, he is not a master of his own business; and, as a rule, it is only a matter of a little time when he will have to go down. Let a young man fear God, be industrious, know his business, spend a little less than he earns, and success is sure."

LESSON 26.

COURT PROCEEDINGS, MAY 10, 1883.

THE PLAINTIFF STATED HIS CASE TO THE JURY.

LEVI EVANS, sworn on behalf of the plaintiff, testified as follows:

Q. Are you acquainted with the defendant? A. Yes, sir; I know him.

Q. You may examine that note. (Paper handed witness.)

Q. Was there a time when you went to Johnstown and presented that note to the defendant? A. Yes, sir.

Q. When was that? A. That was in December, I think.

Q. December of what year? A. In 1879.

Q. You may state whether he admitted the execution of that note? A. He did.

Q. Was the note then in its present condition? A. Yes, sir; it was.

Mr. Van Fleet: I now offer the note in evidence.

Cross examination by Mr. Norton.

Q. You say it was in December, 1879, when you were at Johnstown? A. I think it was.

Q. What did you go there for? A. To get some money.

Q. On this note? A. Yes, sir.

Q. Now when did you first show the defendant the note after you got there? A. I didn't show it to him until after he and I made up a statement.

Q. You and he figured some before you showed him the note? A. Yes, sir.

Q. You testified when Mr. Van Fleet asked you about it, that he admitted the execution of the note, and was going to pay it. A. He said he signed the note and was going to pay it.

Q. Now wasn't there some talk between you and Mr. Denning at that time about the note being for $75 or $150? A. No, sir; there wasn't a word said about the note; what it was for.

Q. Did he look at the note at that time? A. Yes, sir.

Q. Now while you were there that day, he offered to pay you some money on the note, did he not? A. Yes, sir; he offered to pay me some money.

Q. And while he was there was this endorsement written on this note: "Received on the within, $39.94"? A. Yes, sir.

Mr. Van Fleet: To that I object.

The Court: I think perhaps we are entitled to have all there was of it.

Mr. Van Fleet: You don't take it as evidence of payment?

The Court: No.

Q. Now at that time—when he offered to pay you—you consented that this should be put on, and he was to pay you the balance of the amount on the note? A. Will you allow me to tell what was said?

Q. No, sir; you answer my question. You consented that he should put this on and then he was going to pay you the balance? A. No, sir; that was not the way of it.

Q. As a matter of fact after this was put on he offered to pay you something—about $40, or more? A. No, sir.

Q. How much was it he offered to pay you? A. He said he had $32.00, but he would not let me take it and count it.

Q. He offered to pay you $32.00 if you would take it and accept it? A. He offered me a roll of money but he would not let me take it and count it.

Q. He offered you some money which he said was about $32.00, and you wouldn't accept it? A. Yes, sir.

Q. You claimed it should be more? A. Yes, sir.

Q. Now $32.00 in addition to this $39.34 would have been sufficient to have paid the amount due you on this note, wouldn't it? A. Why I presume so, if that had been put on there for a payment.

Q. Did he say he would pay you $32.00, or was it about $38.00 that he offered you? A. No, sir; he didn't say $38.00 at all, he said $32.00.

Re-direct examination by Mr. Van Fleet.

Q. I understood you to say that he had this note in his hands and made this endorsement upon its back? A. Yes, sir· in December after I was there.

Q. And he admitted its execution after an examination of it? A. Yes, sir.

Mr. Norton: What did he say about admitting its execution? A. He said he signed all of those notes.

Q. There were several others spoken of? A. Yes, sir; several.

Mr. Van Fleet: And he did not say anything about any alterations in the note? A. No, sir? he did not.

Mr. Van Fleet: I now read the note in evidence:

$75.00. JOHNSTOWN, N. Y., May 14th, 1875.

For value received we jointly and severally agree to pay Levi Evans seventy-five dollars, sixty days from date.

J. G. DENNING.
C. C. DENNING.

PLAINTIFF RESTS.

Mr. Norton: The defendant moves for a nonsuit, upon the ground that the plaintiff has not proved facts sufficient to concede cause of action; that there is a fatal variance between the complaint and the proof; that the complaint asks and demands judgment on a note for $150.00, describing it, while the note offered in evidence is a note for $75.00; and also upon the further ground that there have been material alterations in the note which it does not appear were made with the consent of the defendant.

Motion denied; exception taken.

DR. C. C. DENNING, defendant, sworn and examined by Mr. Norton, testifies as follows:

Q. Where do you reside? A. Johnstown.

Q. What is your occupation? A. A physician and surgeon.

Q. How long have you lived there? A. Fourteen years.

Q. Where did this brother of yours reside? A. Andover.

Q. This J. G. Denning was your brother? A. Yes, sir.

Q. When did he die? A. I think it was in September, 1879.

Q. Now, Doctor, you signed this note, C. C. Denning, did you? (note shown to witness.) A. Yes, sir.

Q. When you signed that note was it in the same condition, and did it have the same appearance which it has now? A. No, sir.

Q. What changes appear to have been made since you signed it? A. The date of May 12 has been changed to May 14; in the body of the note a part of the seven has been erased and a cipher added to the right of the five.

Q. These changes have been made since the note left your possession? A. Yes, sir.

Q. Were they made with your knowledge or consent? A. No, sir.

Q. Doctor, what was the consideration to you upon this note? A There wasn't any.

Q. You merely signed it for accommodation? A. Yes, sir.

Q. Now, when Mr. Evans came to your office, what was the conversation in there, that you recollect? A. He told me he had come to settle up; I asked him if he had the note with him and he said he had; I asked him to let me see it; I took the note and turned it over and looked at the back, and I said to him "there has been $40.00 paid on this note, hasn't there"? He said yes. I said to him you endorse what has been paid on the note and I will either pay you the balance or give you my note due in three weeks.

Q. But you didn't notice the other alterations? A. No, sir; not until afterwards.

Q. Did you ever intend in any way to write this note as it appears to be altered? A. No, sir.

Cross examination by Mr. Van Fleet.

Q. When did you first notice the alterations in the figures in the body of the note? A. I think it was at Andover during the first suit; I think Mr. Scott called my attention to the change in it at that time.

Q. Was there anything said at Andover in regard to the alterations? A. We put in no evidence that I know of.

Q. You had this note in your hands and looked at it did you not? A. Yes, sir.

Q. Did you not claim to Evans that the note was given as security for sixty days' milk?

Mr. Norton: I object to that, it is immaterial.

Objection overruled; exception taken.

A. I think I told Evans that I signed that note with my brother.

Re-direct examination by Mr. Norton.

Q. You say that your understanding was from Mr. Evans that this note was given to secure the first sixty days' milk? A. Yes, sir.

Q. That you had no interest in it whatever? A. No, sir; none at all.

Q. And whatever was paid was to be endorsed on the note? A. Yes sir; that is the way I understood it.

KEY TO THE SHORTHAND PLATES

COMBINATIONS, Page 29.

5.—high, shy, lie, rye, sigh, tie, thy. 6.—ill, in, ice, eyes, if, it, oil. 7.—hoe, show, low, row, sew, how, now. 8.—day, they, pay, ray, lay, saw, law. 9.—ale, air, an, ache, ape, awl, aught. 10.—hew, sue, new, due, your, us, up. 11.—date, taught, take, talk, tan, tar. 12.—till, fell, tail, pare, poor, bear. 13.—pick, back, pan, line, pail, rail 14.—name, main, nine, says, size.

COMBINATIONS, continued, Page 33.

2.—dash, cash, chief, peach, fair, dish. 3.—edit, attain, attire, attic, audit. 4.—tally, folly, holy, happy, tarry, sorry. 5.—follow, sorrow, hollow, narrow, borrow, thorough. 6.—delay, allay, array, easy, any, saucy. 7.—death, path, hath, bath, youth, faith. 8.—paying, failing, aiming, keeping, evening. 9.—pop, tooth, rope, cup, top, love. 11.—win, wise, wire, wish, wide, wit. 12.—wear, wash, wake, wait, wail, wade. 13.—whine, when, whale, wheat, wheel, whip.

THE HOOKS, Page 35.

4.—school, skill, skate, sketch, scare, spire. 5.—snake, snare, slack, sleep, smell, snail. 6.—dimes, lines, pens, names, pains, chains. 7.—pails, chills, fails, makes, takes, pairs. 10.—storm, arm, alarm, elm, film, term. 11.—inside, inmate, inlet, inquire, entire, enjoin. 12.—impair, impeach, immense, insure, engage, endorse. 13.—I am sure he saw into your scheme.

SENTENCES, Page 37.

1.—I know he will do as you or I wish. 2.—I will take that as I know you are lame. 3.—You are to be the judge of that question. 4.—That will be of no use to you now. 5.—We will go and see if that is so.

6.—That was the thing to do at that time. 7.—I will go as I have nothing else to do. 8.—The public will see to that in a day or two.

HALVING PRINCIPLE, Page 39.

3.—track, trap, trail, prayer, prior, break. 4.—prime, preach, brains, pride, brick, grip. 7.—taper, keeper, labor, letter, pressure, treasure. 8.—frail, frame, fried, favor, ever, either. 9.—preachers, creatures, fritters, traders, primers, teachers. 10.—tailor, teller, sailor, miller, jailor, scholar.

LENGTHENING PRINCIPLE, Page 41.

3.—towed, tied, doubt, stout, citizen. 4.—mat, sat, head, late, quite, mode. 5.—filled, build, hold, mild, skilled. 6.—board, short, start, sort, sport. 7.—act, apt, art, old, east, end. 9.—treated, spaded, slated, crated, cheated. 10.—acted, ended, needed, loaded, sodded. 11.—different, intended, assist, attend, inside.

SENTENCES, Page 43.

1.—Try and be of use that you may be happy. 2.—Do that which is right, speak that which is true. 3.—The tree will bend while young and break when old. 4.—Be sure you are right ere you go too far. 5.—Father said we might go to school next winter. 6.—Our house is built of wood and is very dry. 7.—I know you will enjoy that trip in the spring. 8.—He told me they would be here to-night. 9.—A friend in need is a friend indeed. 10.—They are happy who do right and count not—11.—the cost. They are wise who have learned that—12.—it is of no use to worry but to act. 13.—Do you know that the toiler who would earn his—14.—pay, should leave his couch at break of day.

MINUTING PRINCIPLE, Page 45.

3.—pickle, sickle, nickel, tickle, legal, cackle. 4.—nibble, pebble, feeble, quibble, hobble, sable. 7.—mingle, tingle, jingle, ankle, wrinkle, sprinkle. 8.—nimble, humble, thimble, trample, ample, honorable. 9.—lawful, awful, careful, rifle, painful, baffle. 10.—novel, ravel, evil, marvel, level, anvil. 11.—When will you be able to be there? 12.—The people were very glad to see me.

REVERSING PRINCIPLE, Page 47.

3.—post, boast, fast, cask, past, feast. 4.—place, please, pleasing, pleased, class, flies, blessing. 5.—ask, asks, ascribe, aspire, escape. eastern. 8.—sustain, suspense, suspend, suspect, system, systems, 9.—passes, faces, chases, roses, mixes, access. 10.—whisk, wasp, wisp, whiskers, whispers, witness. 11.—How very fast these pleasant days pass by. 12.—Have a place for everything and have everything in its place.

SENTENCES, Page 49.

1.—It is good to be merry and wise. 2.—Use the means and trust to God for the blessing. 3.—It is said that all is well that ends well. 4.—That which you have to do do with all your might. 5.—To say well is good, to do well is better. 6.—This is the hour to speak and the hour to act. 7.—He that falls to-day may be up to-morrow. 8.—They that steal an ounce will steal a pound. 9.—Do that which is right, love that which is true. 10.—Old birds are not to be caught with chaff. 11.—I shall be pleased to see you any day. 12.—What do you think of the new way of writing? 13.—I think it is very easy to learn and it is not hard to read either.

SUBORDINATE RULES, Page 51.

2.—register, originate, regiment, knowledge, diligent, lodging. 4.—recognize, record, regular, elected, electricity. 6.—station, session, rations, ocean, position, institution. 8.—attention, invention, assertion, auctioneer, election, inspection. 10.—prediction, election, attraction. 12.—extend, exhaust, exposition, daily, sorely, neatly. 13.—proportionately, additionally, occasionally, rationally, intentionally, optionally.

SENTENCES, Page 53.

7.—There is a time to speak and there is a—8.—time to act. Time and tide wait for—9.—no man. How soon can you come and how—10.—long can you stay? Have you seen him several times? 11.—In my opinion that course does not seem best. 12.—The general purpose of such a course is to secure strength.

INITIAL SYLLABLES, Page 55.

1.—because, beneath, betray, bequeath, bequest. 2.—deny, depot, desirable, describe, defend. 3.—retain, redeem, remind, request, reduce. 4.—conceit, confuse, confer, contrast, contract. 5.—combine, compose, company, complete, compare. 6.—contain, continue, condition, condemnation, contemplation. 7.—congress, concrete, concur, concordance, concurrence. 8.—surface, surpass, certificate, surprise, serviceable, surrender. 9.—permit, pernicious, perspire, perseverance, perspective. 10.—profess, produce, protract, protest, promote. 11.—mortal, morman, mortise, murmur, murder, 12.—multiple, multiplication, multitude, maltreated. 13.—unconscious, unconverted, incomplete, unconcern, incomprehensible. 14.—circular, circulation, circle, circulars, circuit.

INITIAL SYLLABLES, continued, Page 57.

1.—dispose, distress, disgrace, discuss, dispel, disciple. 2.—misplace, mistake, miscellany, mister, miserable. 3.—interest, interpose, intermit, entirely, enter. 4.—under, undermine, undergo, understood, underrate. 5.—transmit, translation, transposition, transact, transcribe. 6.—self-same, self-made, self-conceit, selfish, self-esteem. 7.—submit, substance, substitute, subtract. 8.—superstitious, superscription, supervise, supreme. 9.—senate, sentence, sensation, sentinal, seems. 10.—similar, simple, single, simplest, singular. 11.—sunned, sunset, sundries, somehow, something. 12.—manful, manual, manifest, manifold, manager, mantel. 13.—temptation, temperance, temporal, democrat, tendency. 14.—penetration, penitentiary, penman, pension, punishment.

FINAL SYLLABLES, Page 59.

1.—manage, marriage, usage, average, image, baggage. 2.—reside, proceed, decide, besides, consider. 3.—desist, resist, consist, persist, insist. 4.—deserve, preserve, reserve, conserve, observe, subserve. 5.—conform, deform, perform, reform, inform. 6.—defect, perfect, infect, affect, effect. 7.—reflect, deflect, inflict, conflict, afflict. 8.—autograph, paragraph, stenography, lithograph, pantograph. 9.—theology, physiology, biology, ethnology, geology, theological. 10.—

oratory, preparatory, depository, supplementary, notary. 11.—manhood, sisterhood, boyhood, falsehood, brotherhood. 12.—testament, sentiment, liniment, elements. 13.—hardship, lordship, scholarship, worship, authorship. 14.—myself, itself, herself, yourself, themselves, himself.

SENTENCES, Page 65.

1.—We have no right to teach that which we do not believe. 2.—Sometimes the more one has the more he wishes to have. 3.—A word let go cannot be called back. 4.—A good word is as soon said as a bad one. 5.—It is vain to use words where deeds are expected. 6.—An hour of pain is as long as a day of pleasure. 7.—Not to have hope is the poorest of all conditions. 8.—That which you have to do, do with all your might. 9.—If pride were an art there would be many teachers. 10.—Willful thoughts have no excuse and deserve no pardon. 11.—Happy is he who knows his follies in his youth. 12.—First, be sure you are right and then go ahead. 13.—Leave not until to-morrow that which you can do to-day. 14.—Are you not happy to be able to write shorthand.

PHRASE WRITING, Page 67.

1.—to a, not a, by a, of a, is a, for a, as a or has a. 2.—which are, there are, they are, we are, that are, you are. 3.—and to, and will, and a, and you, and I, and is or his, you and I. 4.—to all, of all, on all, for all, all of, all other. 5.—as is or has his, as has, as well as, as large as, as great as, as many as, as soon as. 6.—to be, will be, can be, may be, shall be, be able to. 7.—for it, if it, with it, which it, it will, it is. 8.—did you, we did, I did, did have, did it. 9.—he was, he is, he said, he will, he can, is he or as he. 10.—he had, who had, and had, had there or other, we had. 11.—for is or his, of his, or is or his, which is or his, is not, in his, that is or his. 12.—have not, to have, will have, we have, would have, have there or other, you have. 13.—I will, I know, I have, I shall, I wish, I think, that I. 14.—in a, in there or other, in which, in such, in some, in many, in this.

PHRASE WRITING, continued, Page 69.

1.—to me or my, for me or my, at me or my, in me or my, is my. 2.—will not, not very, could not, don't, did not, should not. 3.—their own or thereon, is on or his own, our own, her own, my own, its own or it is on. 4.—no one, for one, anyone, which one, some one. 5.—for to, is to or his too, that to, or to or our two, to which, to you. 6.—no other, in there or in other, with their or with other, by their or by there or by other, any other, some other. 7.—more than, less than, greater than, than to, than will, than their or than there or than other. 8.—to the, by the or be the, for the, will the, and the, so the, that the. 9.—that will, that can, that which, that a, to that, in that, that that. 10.—you will, will you, to you, do you, have you, you may, that you. 11.—to your, by your or be your, for your, which your, of your, that your. 12.—by and by, higher and higher, less and less, greater and greater, year by year, one by one, two by two.

ADVICE TO THE STUDENT, Page 71.

1.—The principle of combining words into phrases is—2.—very useful but should never be permitted to impair—3.—the legibility of the writing. In your practice you should phrase only—4.—such words as will join easily and which will be—5.—perfectly legible to any one who understands the system. 6.—Remember that the purpose of phrasing is to facilitate your work—7.—in every way possible, and, therefore, practice it only—8.—where it will conduce to this end. 9.—Take pains to form your characters well and in writing—10.—use an easy, sliding motion, observing that no time—11.—is wasted in passing from one word to—12.—another. Let your motto be, practice and perseverance, and—13.—with the belief that what others have done you can do, nothing—14.—will prevent you from reaching the goal of your ambition.

DERIVATIVE OUTLINES, Page 75.

1.—almost, already, Almighty, although, altogether. 2.—also, always. Forbear, foreclose, forget, forgot. 3.—foreknown or forenoon, former, foresee, forethought, forgive or forgave, formation, foretell. 4.—Hereto, hereby, hereafter, hereon, herein, heretofore. 5.—herewith, hereupon, hereat. Outcome, outfit, outer. 6.—outlook, outnumber, outrage or outreach, outset or outside, outstanding. 7.—

outwork, outward, outline. Oversee, overrule. 8.—overtake, overtook, overhead, overload, overcoat, overwhelm. 9.—Whereby, whereever, whereto, whereof, wherewith, wherefore. 10.—wherein, whereupon. Within, withheld, withhold. 11.—without, withdrawn, withstand. Thereby, therein. 12.—thereon, therefore, thereat, thereafter, thereto, thereupon. 13.—therewith. Wherever, whatever, however, whoever, whenever. 14.—whichever, forever, wheresoever, whatsoever, whichsoever, whosoever.

SHORTHAND NOTATION, Page 79.

1.—three hundred, four hundred, five hundred, six hundred, twenty-seven hundred. 2.—three thousand, four thousand, twenty-five thousand, four hundred thousand, eight hundred thousand. 3.—three million, one million, four million, eight million, three hundred million. 4.—four dollars, three dollars, ten dollars, four hundred dollars, seven thousand dollars. 5.—three minutes, two hours, four days, seven weeks. 6.—six months, three years, four days ago, six weeks ago. Twenty four miles, three feet. 7.—ten inches, seven pounds, three shillings, six pence, ninety-nine times out of a hundred.

ADVICE TO YOUNG MEN, Page 81.

1.—Let me address you for a moment touching your success in life 2.—and I hope the very brevity of my remarks will increase the—3.—chance of their making a lodgement in your mind. Let me—4.—beg you in the outset of your career to dismiss—5.—from your mind all idea of succeeding by luck. 6.—There is no more common thought among young people than that foolish—7.—one that by and by something will turn up by which they will suddenly—8.—achieve fame and fortune. No, young gentleman, things don't turn up—9.—in this world unless somebody turns them up. Whatever—10.—you win in life you must conquer by your own efforts and—11.—then it is yours, a part of yourself. (*Applause.*) 12.—Let me suggest that in giving you being God locked—13.—up in your nature certain forces and capabilities. Preserve—14.—these forces. Do not burn them out with brandy—15.—or waste them in idleness and crime. Save and—16.—protect them that they may save for you fame and—17.—fortune. Honestly resolve to do this and you will be an—18.—honor to yourself and to your country. (*Applause*).

GEMS OF POETRY, Page 82.

Courage brother, do not stumble,
Though thy path be dark as night;
There's a star to guide the humble,
Trust in God and do the right.

The heights by great men reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night.

Our whitest pearl we never find,
Our ripest fruit we never reach;
The flowery moments of the mind
Drop half their petals in our speech.

LETTER No. 1, Page 83.

Washington, D. C., April 6, '91.

Prof. A. T. Porter,
Supt. Public Instruction.

Dear Sir:

It affords me pleasure to testify to the personal worth and educational qualifications of Mr. Chas. L. Miller, who, I am informed, is an applicant for a position in one of your public schools.

He graduated at this Institution, as his diploma will show, in '86. As a student he was distinguished for diligence, accuracy, integrity and a conscientious discharge of every duty; and these qualities he has carried with him into the schoolroom and into society. Such elements of character combined with aptness in teaching and tact in enforcing discipline cannot fail to render him, what I have long known him to be, a very efficient and superior teacher. I cheerfully recommend him for the position to which he aspires.

Very respectfully yours,
Sam'l K. Waterford, Principal.

LETTER No. 2, Page 84.

State of New York, Att'y Gen's Office, Dec. 2, '90.

Hon. R. A. Maxwell,

Supt. Insurance.

DEAR SIR:

Replying to your letter of the 27th of October relating to Assessment Insurance Associations not authorized to transact business in this state I have to advise you:

1. That under section 10, chapter 175 of the laws of '83, no such association incorporated under the laws of another state can lawfully transact business in this state unless it receives from the Supt. of Insurance of this State a certificate of authority to do business here.

2. That under section 20 of that act any person who acts within this State as an agent or collector of any such association, which has not obtained from the Superintendant a certificate of authority to transact business here, is guilty of a misdemeanor, and upon conviction thereof may be punished by a fine of not less than $100.00 or more than $500.00, or by imprisonment in a county jail for not less than ten days or more than one year.

Page 85.

3. Any citizen in the state knowing or having reason to believe that any person has been guilty of the offense specified in the 20th section may make a complaint in due form to the proper magistrate in the county where the offense was committed.

4. It is the duty of the District Attorney upon complaint being made to him that such an offense has been committed to submit all cases of this character to the next Grand Jury that sits in the county, for their action, and if an indictment is found it is his duty to cause the offender to be arrested and brought to trial.

I think I have fully outlined the method of procedure for the supression of the business of unauthorized insurance in this State of the character referred to in your letter. I am not aware of any other remedy than the one I have pointed out.

Very truly yours,

Chas. F. Tabor, Attorney General.

SPEECH BEFORE THE HOUSE OF REPRESENTATIVES.

Page 105.

1.—Mr. Chairman: In the brief remarks which I desire to make on the 2.—bill under consideration, I do not propose to discuss at—3.—length the arguments which gentlemen on both sides of the House—4.—have already fully presented, nor shall I attempt to—5.—review or to put a new meaning into the great—6.—mass of custom figures which have been so carefully—7.—prepared and explained by the gentlemen who have preceded me. 8.—I do not intend to debate the question whether or not we shall—9.—have a tariff or whether that tariff shall be one for protection—10.—or not. I assume that whether this bill passes or—11. —not we shall continue to have in this country a protective—12.— tariff, and that protective tariff, if it be fairly adjusted,—13.—if its burdens be distributed with justice so far as the—14.—interests of my constituents are concerned, I expect—15.—to defend and advocate it as long as I live. And—16.—as long as I live, whenever I find in the tariff laws—17.—or in any other of the laws which affect the people whom I

Page 106.

1.—represent, anything which seems to me in any degree unfair or— 2.—unjust, I shall not hesitate to advocate their revision and—3.— amendment. (*Applause*). I propose here to discuss only what—4.— seems to me to be the question before the House, whether or not—5.— the present tariff and free list which accompanies it—6.—should remain unchanged during the existence of the 50th Congress. In the—7.— discussion of this question I shall not attempt to imitate—8.—the gentlemen who have with such wonderful patience and industry—9.— examined the views of the earlier presidents and construction of the tariff—10.—of 1789, and who have so carefully reviewed the whole course of—11.—legislation on this subject since the foundation of the Republic. 12.—For my part and with the utmost deference to the learning—13.—and ability of the gentlemen who have spoken, I am forced to believe that—14.—owing to the changes in transportation, invention of new machinery,—15.—the growth and development of the country and improvements which have—16.—accomplished modern civilization, here

and all over the world, that the—17.—problem presented to us is entirely different from that—18.—considered by the earlier contestants over these questions.

BIBLE SELECTIONS, Page 107.

1.—Let the wicked forsake his way and the unrighteous man his thoughts—2.—and let him return to our Lord and he will have mercy upon—3.—him and to our God for He will abundantly pardon. But seek—4.—ye first the kingdom of God and His righteousness and all these things shall be—5.—added unto you. I say unto you that likewise joy shall be—6.—in heaven over one sinner that repenteth more than over ninety—7.—and nine just persons which need no repentance. 8.—For we know that if our earthly house of this tabernacle be—9—dissolved we have a building of God, a house not made—10.—with hands, eternal in the heavens. Thou shalt love the—11.—Lord thy God with all thy heart and with all thy soul—12.—and with all thy mind and with all thy strength. Go ye—13.—therefore and make disciples of all nations, baptising them—14.—into the name of the Father and of the Son and of the Holy Ghost—15.—teaching them to observe all things whatsoever I command—16.—you, and lo, I am with you always even unto the end—17.—of the world. Behold, I stand at the door and knock.

COURT TESTIMONY, Page 108.

J. C. Walker, a witness for the plaintiff, being duly sworn, testifies as follows:

Direct Examination by Hon. S. P. Tanner.

Q. What is your occupation or business? A. I am a real estate dealer, but at the present time I am engaged in the insurance business.

Q. Where do you reside? A. At 496 Market street, this city.

Q. Do you know the plaintiff in this action? A. Yes, sir, I do.

Q. How long have you known him? A. I have been acquainted with him for more than twenty year

Q. Please state whether or not you have had any business relations with him during these twenty years. A. No, sir, none to speak of.

Q. Well, go on and state as near as you can the conversation that took place between you and the defendant at the time of your last meeting.

Objected to as irrelevant, immaterial and having no bearing upon the issues of the case.

Objection overruled; exception taken.

Cross Examination by Mr. A. T. Leonard.

You may examine this note (paper handed to witness) and state whether or not this is your own signature signed at the bottom. A. Yes, sir. I believe that is my own handwriting.

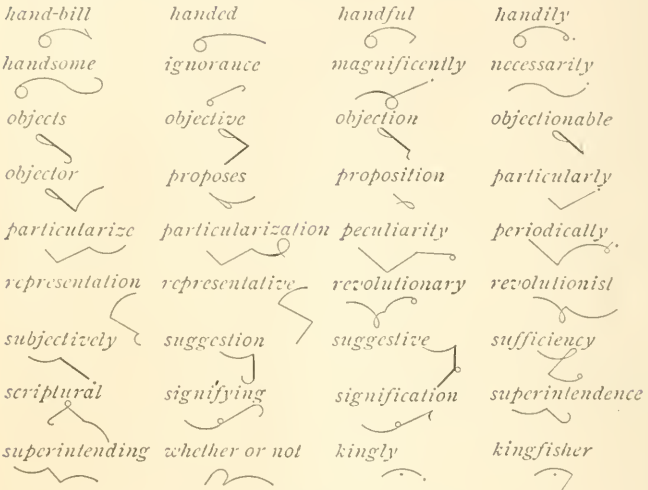
Q. Do you recollect having given that note to the defendant some years ago?

DERIVATIVES OF CONTRACTIONS.

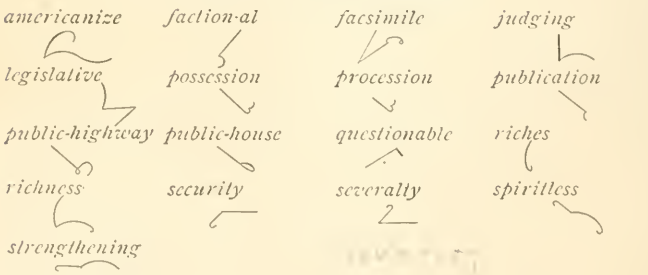
Reporting Contractions, page 80. Text book.

thereabouts	*accord-ed*	*accordingly*	*accordance*
advantages	*advantageous*	*advantageously*	*advantageousness*
advertised	*advertises*	*advertising*	*advertiser*
advertisement	*appropriated*	*appropriates*	*appropriately*
appropriating	*appropriateness*	*appropriation*	*inappropriate*
after-noon	*after-thought*	*accomplished*	*accomplishes*
accomplishing	*accomplishment*	*businesses*	*capability*
capabilities	*capableness*	*incapable*	*conveniency*
inconveniently	*christians*	*christianize*	*unchristianly*
circumstances	*circumstantial*	*circumstantially*	*circumstantiality*
commons	*commonness*	*common-place*	*uncommonly*
commonally	*common-wealth*	*commences*	*commencing*
commencement	*defendants*	*establish-ed*	*establishes*
establishers	*establishment*	*establishing*	*familiarize*
familiarizing	*familiarly*	*gloried*	*glories*
glorify	*glorification*	*glorying*	*gloriously*
gloriousness	*inglorious*	*hands*	*handling*

DERIVATIVES OF CONTRACTIONS.—*Concluded.*



OTHER DERIVATIVES



Other derivatives of these contractions will be found in the Vocabulary.

UNIVERSITY OF CALIFORNIA LIBRARY
Los Angeles
This book is DUE on the last date stamped below.

JUN 19 1952

MAR 9 - 1961
REC'D MLD

MAY 6 - 1961

REC'D LD-URL
LD
URL
AUG 11 1988
AUG 11 1988

Form L9-10m-3,'48(A7920)444

UNIVERSITY of CALIFORNIA
AT
LOS ANGELES
LIBRARY

Z56 M194ne 1903 McKee - McKee 's new standard shorthand.

JUN 19 1952

3 1158 01285 7826

UC SOUTHERN REGIONAL LIBRARY FACILITY
AA 001 168 623 5

Z56
M194ne
1903